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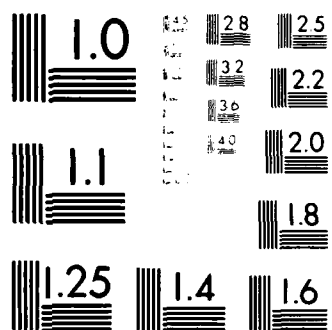
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**HUMAN
RESOURCES**

AIR FORCE JOB PERFORMANCE APPRAISAL SYSTEM

By

John A. Guerrieri, Major, USAF
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MANPOWER AND PERSONNEL DIVISION
Brooks Air Force Base, Texas 78235-5000

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<p>This report describes the Job Performance Appraisal system (JPAS) that was developed in response to RPK 76-40 (revised) and the Civil Service Reform Act of 1978 (CSRA). JPAS development is traced from the initially proposed system to the final model which was delivered to the Office of Civilian Personnel Operations in January 1981. The JPAS became effective for all General Schedule and Federal Wage System employees on 1 Oct 81.</p> <p>This report specifically describes the requirements of the appraisal system as outlined by the CSRA, the Office of Personnel Management, and the Air Force. A description is given of the work plan and the rating process. The five ratings, Superior, Excellent, Fully Successful, Minimally Acceptable, and Unacceptable, are defined. Further, the quality and timeliness of training to ensure a successful system are emphasized, and recommendations to enhance and further strengthen the JPAS system are presented.</p>												
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Reviewed and submitted by

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Chief, Force Utilization Branch

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This publication is primarily a reference document which provides a detailed account of the development of the job performance appraisal system.

SUMMARY

Requirement

The Air Force Human Resources Laboratory (AFHRL) was tasked with the development of a civilian appraisal system by a Request for Personnel Research (RPR 76-40) from the Air Force Directorate of Civilian Personnel. To meet this requirement, (and subsequently those of the Civil Service Reform Act of 1978, the Office of Personnel Management, the Department of Defense, and the Air Force), the Air Force Human Resources Laboratory (AFHRL) developed three appraisal systems: the Senior Executive Appraisal System for members of the Senior Executive Service, the General Manager Appraisal System for all General Manager employees, and the Job Performance Appraisal System (JPAS) for General Schedule and Federal Wage System Employees. This paper describes the JPAS and its development.

System Development

The initial appraisal system proposed for JPAS was developed based on a review of existing Air Force, other governmental, and civilian appraisal systems. Successful characteristics of these appraisal processes were incorporated into a candidate system. Then, a formative development process of successive field tests and system modifications resulted in the final JPAS and its companion training systems and operational recommendations. The criteria used to modify the developing appraisal system were acceptability to employees, users, and management; simplicity of the rating process within legal and operational requirements; accuracy of measurement; and system appropriateness for the intended population. Primary system changes beyond the initial candidate rating process that was developed centered on the procedures for specifying performance requirements for job elements and deriving the final overall performance score for a job incumbent. The job analysis procedures for identifying primary job elements to be rated, including the incumbent/supervisor interaction process, remained virtually the same as originally proposed.

System Description

The system is comprised of two basic components: the work plan and the performance appraisal. The work plan delineates the performance elements of the employee's job and the performance standards required for each element. Job elements describe, in general terms, the job tasks performed by the employee. Each job element is designated as critical or noncritical and is assigned relative importance points (1 to 100). Points for all elements on the work plan must sum to 100. A critical element is defined as any requirement of the job which is so important that inadequate performance of it outweighs acceptable or better performance in other aspects of the job. At least one element must be designated as critical, with a minimum of 51% of the relative importance points assigned to critical elements.

Performance standards are developed for each element in order to rate the elements. Standards are written at a level which specifies satisfactory

performance in terms that are measurable, observable, reasonable, and if possible, exceedable.

At the end of 1 year, a performance review is accomplished and employees are appraised on how well they have performed the elements of their job in relation to the established standards. Elements are evaluated as MET, EXCEEDED, or DID NOT MEET. The overall performance rating is then objectively determined based on the evaluations of the separate job elements. Element evaluations are summed and compared to the overall rating definitional standards for determination of the final performance rating. Possible overall performance ratings are Superior, Excellent, Fully Successful, Minimally Acceptable, and Unacceptable. Subsequent personnel/management actions are required if an overall rating of Minimally Acceptable or lower is assigned.

Two training courses (an 8-hour and a 4-hour course) were developed. The 8-hour course is recommended for all supervisors. Nonsupervisory employees are to attend either the 8-hour or the 4-hour course. The shorter 4-hour course is recommended for those who do not have to be completely knowledgeable in how to write a work plan, but need a general orientation about the new performance appraisal system.

Recommendations

The success of the JPAS will be determined by the integrity of the people who use the system and the training they receive. Therefore, it is essential that all participants receive proper and adequate training. Procedures for documenting employee performance; tracking rater tendencies; and monitoring the system's viability, acceptability, and credibility should also be developed to provide an even more effective appraisal system.

The following specific recommendations are suggested as a means of maintaining the integrity of the operational appraisal system:

1. Structure schedules and procedures for interim performance reviews held between supervisors and employees.
2. Provide guidelines for employee performance evaluation documentation.
3. Allow employees to comment on the appraisal form regarding their evaluations.
4. Specify a minimum length of time in a job or under a supervisor before an evaluation can be rendered.
5. Establish a suspense and review system to ensure timely and accurate preparation of work plans and appraisals.
6. Track rater tendencies to identify deviant rating patterns.
7. Update training packages periodically.
8. Provide rater refresher training and training for new supervisors and employees.

ACKNOWLEDGEMENTS

The authors wish to express their sincere appreciation to all the members of the Air Force Directorate of Civilian Personnel and the Office of Civilian Personnel Operations for their assistance and guidance in the development of the appraisal and merit pay systems. Some of those involved in the development were Mr J. Craig Cumbey, Director of Civilian Personnel; Mr Leonard Berman; Mr Pat Schittulli; Mr Neil Galloway; Mr Ben Elkin; Mr Howard Prather; Mr William Lewis; Mr George Mullins; Lt Col Thomas Ruffini; Mr William Stacy; Mr Paul Stanley; Mr Roger Cullen; Ms Minnie Sandlin; and Ms Catherine Schmich.

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In addition, appreciation is expressed to the many military and civilian employees at the various bases who took time from their pressing duties to participate in the field tests.

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AIR FORCE JOB PERFORMANCE APPRAISAL SYSTEM

I. BACKGROUND

In early 1977, the Air Force Human Resources Laboratory (AFHRL) initiated a research and development (R&D) effort to develop a new Air Force civilian appraisal system. The Directorate of Civilian Personnel had requested the development of a supervisory appraisal system for Air Force employees through a Request for Personnel Research (RPR 76-40). This was approximately 2 years prior to the passage of the Civil Service Reform Act of 1978 (CSRA-78), Public Law 95-454, and the Uniform Guidelines for Employee Selection of 1978. With the passage of the CSRA, there were regulatory guidelines and specific requirements (see Appendix A) which had to be followed in the development of appraisal systems for Government agencies. To meet both legal and Air Force requirements for a civilian employee appraisal system, AFHRL developed three subsystems: (a) The Senior Executive Appraisal System (SEAS), (b) The General Manager Appraisal System (GMAS), and (c) The Job Performance Appraisal System (JPAS). This paper focuses on the design and development of the JPAS, which applies to all General Schedule (GS) and Federal Wage System (FWS) employees in grades 1 through 15 and employees in grades higher than 15 who are not covered by SEAS or GMAS. The other two systems are reported in detail in AFHRL-SR-81-11, Air Force Senior Executive Appraisal System, and AFHRL-SR-83-20, Appraisal and Merit Pay Systems for Air Force Civilian General Managers.

The SEAS was developed first, followed by GMAS, and then JPAS. The general framework of GMAS was used for the development of JPAS. A work plan, a performance appraisal process, and a training package were the primary components to be developed. The succeeding sections outline the steps taken in the JPAS development.

II. APPRAISAL SYSTEM DEVELOPMENT

This section outlines the JPAS development process and includes rationale for the system components. Beginning with a description of the job analysis methodology used for ensuring the job relatedness of the appraisal scores, the discussion then covers the iterative process of successive field tests and system modifications used in developing the operational JPAS.

Job Analysis Methodology

Relevant psychological literature suggests that a job analysis must be completed prior to developing an employee appraisal system (see list of references provided in the Selected Bibliography), although the most appropriate job analysis methodology is not clearly identified. Under the 1978 Uniform Guidelines for Employee Selection, appraisals are considered to

be a form of a test or, more appropriately, a part of an overall selection system, if the appraisals play any part in a selection decision. As part of a selection system, the appraisal form must reflect job relatedness to the position description and to the specific tasks which the incumbent of the position is actually going to perform.

The method of ensuring the job relatedness of an appraisal instrument is through the use of job analysis methodology. Although the Office of Personnel Management (OPM) also suggested the use of job analysis, no source identified what specific job analysis procedures would be appropriate for use as an integral part of the Air Force appraisal system. Present state-of-the-art job analysis technology typically requires substantial involvement of industrial psychologists or other professionals in determining specific tasks inherent in a job, and this determination must be repeated for each and every job. Obviously, such an undertaking for an organization with many diverse jobs would be prohibitive in terms of both time and money. Thus, it was judged necessary to develop an alternate method of job analysis for JPAS.

Many personnel management textbooks (see Selected Bibliography) indicate that supervisors and incumbents are fully capable of developing job appraisal documents and that most analysis techniques utilize the incumbent and supervisor as reliable and valuable sources of job data. Therefore, a job analysis technique was developed which maximized supervisor/employee input and minimized the use of outsiders. In this job analysis process, the employee's position description serves as a starting point to review the requirements of the job. The actual tasks to be performed in the specific job and desired task performance outcomes are identified and checked for consistency with the unit's mission requirements and availability of resources to perform the job. The identification of these tasks and requirements is, in effect, a job analysis process.

This job analysis technique requires a thorough review of the employee's position description and other pertinent source materials by the supervisor. The employee also provides the supervisor with input based on personal knowledge of the job and a review of pertinent documents. The supervisor must consider the employee's input as part of the job analysis.

This technique provides an efficient method for determining important aspects of the job. It also provides flexibility to handle situations where certain tasks or requirements reflected in a position description may not be performed during a particular rating period and to identify tasks not reflected in the position description. After CSRA became law, it was mandatory to identify the principal job elements that composed the actual work performance by an employee during a proposed rating period. This job analysis method enhanced the probability that only appropriate job elements would be identified and placed in the appraisal instrument. As an added benefit, this job analysis technique can be very useful in updating obsolete position descriptions; it enhances employee and supervisor communication;

and it improves job requirements acceptance by both the employee and the supervisor through their direct involvement in the development process.

Appraisal System Design and Field Test

An initial appraisal system was developed prior to the passage of the CSRA-78. The system was "field-tested" in early 1978 using a dozen employees and supervisors at Andrews AFB and was subsequently modified to incorporate the lessons learned from the field test; however, the modifications were primarily cosmetic. The initial appraisal system, described in the following section, met most of the CSRA-78 requirements; however, emphasis on quantitative standards, identification of CSRA-defined critical elements, and job analysis outcomes were not fully met. Two subsequent major field tests at McClellan and Norton Air Force Bases resulted in the final appraisal system, which was turned over to the Directorate of Civilian Personnel (AF/MPK) for operational use. The criteria for evaluating the field tests and modifying the system were system acceptability to employees, supervisors and management; simplicity of the rating process within legal and operational requirements; accuracy of measurement; and system appropriateness for the intended population. This section describes those field tests and the evolution of the JPAS into its operational form.

McClellan AFB Field Test

The final prototype appraisal system was tried out at McClellan AFB with approximately 375 participants across a wide range of occupations in both the GS and FWS categories. The purpose of the test was to ascertain employee reaction to the appraisal system across a wide variety of jobs through actual participation in an experimental, accelerated performance-rating cycle. The procedure employed in this field test required joint supervisor/employee development of a work plan. The field test included the following components: employee/supervisor training, development of work plans and performance standards, employee appraisal, and follow-up surveys and interviews with participants. It was specified that each work plan developed must (a) delineate Dominant Elements (DELs) in the job, (b) specify whether these elements are critical or noncritical, (c) develop performance standards against which these elements can be evaluated, and (d) assign priority point values to the standards for determining their importance during evaluation. For detailed procedures of the work plan development and rating process during the test at McClellan AFB, see the field test handbook in Appendix B.

A Dominant Element (DEL) was defined as a major duty, work activity, or set of interrelated tasks necessary for successful job performance. The DELs must (a) reflect only the actual job to be performed during the rating period, (b) be written in a clear and concise manner, (c) include an appropriate noun and action verb, and (d) be relatively global in nature.

A critical element was any job requirement considered so important that its inadequate performance outweighed acceptable or better performance in other aspects of the job. Failure to perform a critical element adequately required that overall job performance be rated as less than fully acceptable.

Performance standards were statements identifying the level of work necessary for satisfactory performance; they were to be based on objective and measurable criteria (in terms of quantity, quality, timeliness, and courtesy to those served, etc.).

The priority points provided a means of specifying the relative importance of the various standards and consequently, the DELs. The sum of the priority points for all DELs was 100. The more important elements were awarded a higher number of points than were those of lesser importance. Critical elements were usually, though not necessarily, awarded more points than were noncritical elements.

At the end of the appraisal period, the supervisor rated employee performance on each standard, using a five-category rating scale (with each category assigned a specific number of performance points): Outstanding (10 points), Superior (9 Points), Exceeds Standards (8 Points), Acceptable (7 Points), and Unsatisfactory (6 Points). Table 1 provides the rating definitions used in the field test.

Once the individual standards were rated, a score was determined by multiplying the rating (6 to 10) assigned each standard by the number of priority points assigned to that standard. The products for the standards were summed to determine the Total Score. Since the range for the ratings was 6 to 10 and total number of priority points had to be 100, the range for the Total Score was 600 to 1,000.

Field test results. Complete work plans of 250 employees (67% of the original sample trained) were received. Based on follow-up employee and supervisor surveys and interviews, it was generally noted that (a) the field-tested system provided a viable method of job performance appraisal for Air Force civilians, (b) the system was perceived as effectively measuring actual job performance, (c) participants perceived the system as more objective than the current appraisal system, and (d) job-related communication between supervisor and employee was enhanced. Possible rating system discrimination against women and minorities was checked by comparing group mean ratings against male and non-minority ratee groups, respectively, and there were no significant differences. Further, the distribution of the scores indicated that there was substantial variability in the ratings and rater inflation was not a significant problem. In short, the field-tested system did not discriminate against women and minorities and was robust against rater inflation.

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Table 2. Rating Definitions for Norton AFB Field Test

Rating	Definition
Outstanding (10)	Ratee achieved Outstanding level of performance and deserves special recognition. Outstanding (10) ratings must be justified by both the rater and reviewer.
Superior (9)	Ratee failed to reach Outstanding level of performance but showed desire and initiative worthy of recognition. Also used if failure to achieve Outstanding was due to factors beyond the ratee's control. Superior (9) ratings must be justified on the rating form.
Fully Successful (8)	Ratee performed up to expectations as a productive, conscientious worker and achieved the Fully Successful level for the standard.
Successful (7)	Ratee performance was satisfactory but failed to achieve the Fully Successful level because of inexperience or other similar factors. May also be used as an incentive for ratees who have worked hard and are expected to perform better in the future.
Marginal (6)	Ratee performance was at a Marginal level or failure to meet the Marginal level was due to factors beyond the ratee's control.
Unacceptable (5)	Ratee performance did not reach the Marginal level of performance due to lack of effort, skill, knowledge, or ability. Unacceptable (5) ratings must be justified on the rating form.

rather than three levels of performance. Where the McClellan AFB single-level standard made it difficult to discriminate between acceptable and outstanding or unsatisfactory performance, the Norton AFB 3-level standards clearly were not the answer to the issue. Some type of single standard which defines the upper and lower bounds of "Fully Successful" performance would be the preferred compromise position.

During this field test, GS employees indicated greater difficulty in writing objective standards for their jobs than did FWS employees. However, both groups expressed concern with the concept of standards and indicated

that the overall rating computation was confusing. Participants asserted that discrimination between individuals with close scores (e.g., 894 and 901) was unrealistic, and that any arbitrary cutoff point would be impossible to justify. A simplified scoring procedure to rate task performance and award overall performance ratings was clearly required.

Field-Test-Induced Revisions

As a result of the McClellan and Norton AFBs field tests, the initial appraisal process was modified to conform to the needs of the Air Force while paying particular attention to the reactions and inputs of those who would be affected by, or would use, the system. Modifications were made in the rating process, the appraisal form, and in the training package.

Rating Process

Supervisors at both McClellan and Norton AFBs had considerable difficulty with the final part of the appraisal process (i.e., rendering the actual rating). In both cases, the system was too complex and required finite rating discriminations that the rater was either unable or unwilling to make. Each job element had five possible ratings ranging from Unsuccessful to Outstanding, and supervisors expressed consternation at their inability to distinguish reliably between the meaning/application of similar adjacent ratings such as between Outstanding and Superior or between Fully Successful and Successful. Therefore, the rating process was also changed to have just three levels of rating for each element (i.e., whether the employee MET, DID NOT MEET, or EXCEEDED the element's standard).

The McClellan and Norton AFBs rating exercises yielded total performance scores which ranged from 600 to 1,000 points. No adjectival definitions were attached to the scores. Supervisors expressed concern that they had no particular feel for the meaning or worth of a particular score and had difficulty explaining the meaning of the total score to the employees. Further, CSRA-78 required categorical final ratings so the rating system was modified to assign overall performance rating categories while at the same time simplifying the decision process of the raters.

Appraisal Form

Three changes were made in the operational form; terminology and criticality designation changes were cosmetic, but a standards writing process change was more substantive. The term "Dominant Elements" was deleted from the appraisal system and replaced with the term "Job Performance Element," which appears to be a more meaningful concept to the users. In the Norton AFB test, standards rather than elements were assigned priority points. In the operational JPAS, Job Performance Elements are to be identified as critical or noncritical and assigned relative importance weights which sum to 100 points. The most significant change to simplify the appraisal form was the revised requirement that standards be written

only at a single level which would identify satisfactory or typical performance. This requirement, to some extent, amounted to acceptance of the single performance standard statement used in the McClellan AFB field test since the 3-level Norton AFB standards had proved to be completely unacceptable. As explained in the next section, modifications in the single standard concept were, however, required to overcome the single standard rating difficulties experienced during the McClellan AFB test. The final operational JPAS rating form in Appendix D is a significantly simplified form compared to the Norton AFB test form (shown at the end of Appendix C).

Training

In the McClellan AFB test, supervisors had difficulty deciding when an employee had exceeded or failed to meet the single element standard. The Norton AFB training package was modified to instruct supervisors not to attempt to write single-level performance standards for each job performance element but to attempt to include upper and lower boundaries for fully successful performance. For example, if typing at 45 words per minute is typical of standard performance, the standard could read, "Types 40 to 50 words a minute." This provides a clear target above or below which the job incumbent can exceed or fail to meet the standard. Now the employee has a definite understanding of what is expected of him/her and the supervisor's rating task is more objective.

Determination of the overall performance rating was changed to take the element ratings in a relatively straightforward manner and assign categorical, rather than numeric ratings. These overall ratings are on a five-category scale (Superior, Excellent, Fully Successful, Minimally Acceptable, and Unacceptable) and are defined in Table 3. The definitions were initially developed by the AFHRL research team and subsequently modified to the form shown in Table 3 by representatives of the personnel community who judged them appropriate for Air Force evaluations.

III. THE AIR FORCE JOB PERFORMANCE APPRAISAL SYSTEM (JPAS)

The previous section outlined the basic JPAS format as developed by the AFHRL research team using an iterative field test process. Making JPAS suitable for operational implementation was the next step. A combined team of the AFHRL developers and personnel specialists from the Office of Civilian Personnel Operations (OCPO) and the Directorate of Civilian Personnel (AF/MPK) formulated the final details to make JPAS compatible with the personnel system requirements. AFHRL contributed the lessons learned from previous R&D efforts and the field tests and took primary responsibility for developing the complete training package. The personnel community ensured that JPAS met the Air Force operational requirements and developed the implementing Performance Appraisal Regulation, AFR 40-452. This section describes the final results of those primarily staffing actions (i.e., making JPAS operational).

Table 3. Overall Performance Rating Scale

Superior	Employee exceeds the performance requirements of all the job performance elements of the work plan.
Excellent	Employee meets or exceeds the performance requirements of all the job performance elements of the work plan and exceeds the performance requirements of the job performance elements which represent at least 50% of the relative weight in importance of the work plan.
Fully Successful	Employee meets the performance requirements of all the job performance elements of the work plan.
Minimally Acceptable	Employee meets the performance requirements of all critical job performance elements of the work plan, but does not meet the performance requirements of one or more noncritical job performance elements.
Unacceptable	Employee does not meet the requirements of one or more critical job performance elements of the work plan.

JPAS became operational on 1 October 1981. At the beginning of an appraisal period, the supervisor delineates the employee's job elements by conducting a job analysis of the employee's position using the position description and unit work requirements or mission statements, as well as possible input from the employee. Next, practical, realistic, and observable/measurable standards are written (to reflect quality, quantity, timeliness, etc.) which define required performance on each element for the employee's performance to be fully successful. Employee participation with the supervisor in defining important job elements and standards is encouraged.

The job performance elements and their associated standards comprise an employee work plan and are entered on a Job Performance Appraisal Form (AF Form 1282, see Appendix D).

Evaluation of job performance against pre-established observable standards minimizes subjectivity since it requires only that the supervisor determine whether an employee met, did not meet, or exceeded standards of satisfactory performance on specific job elements. The overall performance rating is derived directly from these element evaluations as described in Table 3. To discourage unwarranted assignment of high or low ratings, objective written substantiation is required for any element evaluated at the "DID NOT MEET" or "EXCEEDED" level. No substantiation is required for an evaluation of "MET."

The remainder of this section describes in some detail the general JPAS procedure just outlined. In addition, other pertinent aspects of the JPAS system are discussed (e.g., responsibilities of the supervisor and reviewing official and the time-phasing required in the system).

The Work Plan

The work plan generated by the supervisor (see Appendix D) constitutes the major part of the appraisal system and is composed of job performance elements, standards, relative importance points, and criticality ratings. A description of work (the job performance elements) the employee is expected to perform during the appraisal period is entered in the work plan. Each job performance element is identified as critical or noncritical to overall job accomplishment and is assigned importance points reflecting its importance relative to the other elements. At least 51 out of a total 100 relative importance points must be assigned to critical job performance elements. A description of the level of work to be attained (the performance standards) if that element is to be satisfactorily performed is entered on the page facing the job element.

Within the JPAS, a job performance element may be either an important duty or responsibility of the position or a specific project or task drawn directly from the duties and responsibilities contained in the employee's position description. Explicitly stated or implied within each job performance element is a product, process, or methodology to be developed or completed during the appraisal period.

Two methods of entering a job performance element on the work plan are permitted: the line entry method and the functional category method. There is no restriction on which method must be used; either method or a combination of the two methods may be used in any given work plan. Generally, the line entry method is more appropriate to lower graded jobs while the functional category method is probably best for highly technical or supervisory positions.

Line Entry Job Performance Elements

The line entry job performance element is composed of an action verb and an appropriate noun or noun phrase to indicate a process, product, or methodology to be achieved. The supervisor lists performance requirements from the position description, or from other materials developed during the job analysis, into the job element format. A productive way to look at job requirements while structuring the elements is to ask: What work is performed? What product, process, etc., is accomplished? With these questions in mind, the supervisor structures the task statements produced during the job analysis into line entry job performance elements. These are numbered sequentially and are rewritten on the work plan using one or two lines for each element. Table 4 shows some typical line entry elements

written by supervisors during a JPAS field test. Additional examples are given in Appendix E.

Table 4. Examples of Line Entry Job Performance Elements

-
1. Implements programs to modify or improve analytical capabilities
 2. Documents technical activities
 3. Represents organization at pertinent technical meetings
 4. Operates computer terminals in assembling, retrieving, and developing data
 5. Initiates purchase requests (PRs)
-

Functional Category Job Performance Elements

Functional category job performance elements permit clustering of similar job tasks under a single broad functional category. A functional category element (e.g., Planning, Supervision, Administration) encompasses a number of subelements written similar to line entry elements. At least two subelements must be included under a functional category heading. A functional category title must be logical and representative of the job performance requirements identified by its subelements. Functional categories are sequentially numbered, with their subelements also sequentially numbered in parentheses. Table 5 shows some examples of functional category headings.

Table 5. Functional Category Headings

Supervisory Work Plans	Nonsupervisory Work Plans
Administration	Administration
Communicating	Analyzing
Coordinating	Coordinating
Direct Supervision	Design Work
Direction and Training	Electronic Design & Fabrication

Table 6 shows some representative functional categories and their subelements developed during the different field tests; additional examples can be found in Appendix E. Note that in some cases functional categories may be one or more functional categories combined (i.e., functions connected with conjunctions).

Table 6. Example of Functional Category Elements and Subelements

1. Development	(1) Develops instrumentation system requirements
	(2) Develops sensor interface requirements
	(3) Develops and tests calibration requirements for instrumentation systems
2. Coordinating	(1) Provides technical guidance to other DOD and Government agencies
	(2) Attends technical conferences
	(3) Coordinates and assigns with projects other groups within the division
3. Forms and Publications	
	(1) Orders forms for division
	(2) Orders publications for division
	(3) Conducts inspection of functional publications library

Criticality of Job Performance Elements

All job performance elements (both line entry and functional category) are designated by the supervisor as either critical or noncritical with respect to successful job performance. At least one job performance element on an employee's work plan must be designated as critical. Note in the examples in Appendix E under the functional category method the criticality designation pertains to the entire functional category, not its individual subelements; if any subelement in a functional category is considered critical, the entire functional category which contains it is classified as critical.

In determining criticality of job performance elements, the supervisor is expected to consider (a) the organization's mission, (b) organizational goals, (c) impact on the work of others (whether this individual's effort affects the production of another individual or group), (d) compliance with directives, (e) difficulty or complexity of the work, (f) consequences of failure to perform the element satisfactorily, and (g) proportion of the individual's time spent on the job performance element. As an example, supervisors should have at least one critical supervisory performance element. Other factors also may be considered if they are relevant to the particular job.

Relative Importance Points

Both critical and noncritical job performance elements are assigned relative importance points. As a minimum, 51 of these points must be assigned to critical job performance elements. Several factors should be considered in assigning importance points of the job performance elements: (a) the element's criticality, (b) mission requirements, (c) consequences of poor performance, and (d) difficulty or complexity of the element. Appendix E shows an example of relative importance points on a work plan. Relative importance points are assigned to individual line entries or to a functional category (not its individual subelements).

Job Performance Standards

Performance standards are written to define satisfactory job performance on each line entry job performance element and on each subelement of a functional category. There is no limit on the number of standards that may be written for an element or subelement, but there must be at least one standard for each line entry element or functional category subelement.

Performance standards are written to reflect a measurable, observable characteristic of performance (e.g., quality, quantity, or timeliness). Whenever possible, they should be written to show a range of satisfactory performance rather than a discrete value or amount. This gives a target range for the employee to strive for. It also gives added objectivity to the ratings because there are definite points above which an employee can

clearly exceed the standard and below which an employee failed to meet the task requirements. An exception may occur where a standard has been predetermined by regulation or directive, or where there is no measurable alternative to meeting or not meeting the job requirement. Table 7 provides examples of job performance standards. Appendix E contains additional examples and shows how they are entered on the work plan. Note that in some cases ranges of values are used to express quality, quantity, or timeliness required for satisfactory performance. Also, note that the written job standards are numbered to agree with the corresponding job performance element.

Table 7. Sample Standards

Line Entry	
1.	Files all correspondence, reports, and forms within 3 to 5 days after receipt
2.	Documents data analysis in report form 7 to 8 weeks after end of the technical effort

Functional Category	
1.	(1) Estimates monthly net income in nonappropriated fund budget to within <u>±</u> 15% of actual income
	(2) One failure in depositing funds on schedule is allowed per month
	(3) Five to six overages or shortages of more than \$1 are allowed per month

It is important that the supervisor write standards which are realistic, practical to observe, attainable, exceedable (if possible), and most importantly, measurable. Realistic means that employees can reasonably be expected to meet the standard under normal or usual work environment

conditions. The standards should not be too difficult to achieve nor should they be too easy, but should serve as a challenge to the employee to perform at a satisfactory level. "Practical to observe" means that the rating official can determine whether a standard has been met, not met, or exceeded without resorting to extraordinarily time-consuming record keeping. All standards should be attainable for the average employee and exceedable by the highly industrious employee in order to provide employee incentive. Some standards cannot be exceeded by their very nature. For example, if an essential report must be completed at a specific time but there is no advantage to its being completed early, then clearly, a standard concerning the report's timeliness cannot be exceeded. Most work plans contain few nonexceedable standards. Care should be taken to keep nonexceedable standards to a minimum and to ensure that there are enough exceedable standards to give an employee a rewarding goal for excellence in the form of an overall rating above Fully Successful. Regardless of how practical or realistic the standard may be, if it is not written in a measurable manner, the supervisor cannot evaluate work against it. Table 8 illustrates how these five characteristics relate to three specimen standards.

Table 8. Characteristics of Standards

Examples of Standards	Characteristics				
	Realistic	Observable	Attainable	Exceedable	Measurable
Allowed to be late on suspense date 4 to 5 times per month	Yes	Yes	Yes	Yes	Yes
Files all incoming correspondence immediately after receipt	No	Yes	Yes	No	Yes
Remembers how to operate special test equipment	Yes	No	Yes	No	No

Work Plan Authentication and Distribution

When the supervisor (and employee) complete the work plan, it is forwarded to the next higher authority in the chain of command (the

reviewing official). The reviewing official is the final authority on the contents of the work plan and on the eventual ratings given. If the work plan is judged acceptable, the reviewing official signs and returns it to the supervisor. The supervisor then discusses the work plan with the employee, signs it, and obtains the employee's signature on it. The supervisor files the original of the work plan with the Supervisor's Record of Employee (AF Form 971) and gives a copy of the work plan to the employee for retention.

Work Plan Modification and Periodic Performance Reviews

The work plan is not expected to remain static, but is considered a viable document that can be changed as necessary to reflect actual job performance requirements. While work plan changes may be made at any time, they will usually be made during periodic performance reviews. Performance reviews are held at the supervisor's discretion, but may be requested by the employee. It is anticipated that several reviews will occur during the rating period. At these performance reviews, employee job performance and training needs, needed work plan changes, and any other topic relevant to the job should be discussed. The supervisor should give an unofficial verbal indication of the employee's performance to date; if the employee's performance is unacceptable, the review provides an excellent opportunity for the supervisor to counsel the employee officially. This is also an appropriate time to review the work plan and the work accomplished by the employee to ensure that the work plan is accurate and current. Work plan changes may entail changes in assigned relative importance points, the designation of critical elements, or deletion or addition of elements. Changes are made directly on the original form or by attaching addenda.

Performance Evaluation and Rating

At the end of the performance evaluation period, the supervisor will evaluate the employee's job performance against the written standards. For each job performance element, the supervisor must indicate that the employee exceeded, met, or did not meet the performance standards for that element. The judgment that the employee either did not meet or exceeded performance standards for an element requires substantiation for that evaluation in Part III of the appraisal form (see Appendix D). The statement "Employee met all requirements" will be entered in Part III of the evaluation form for all job performance elements for which the evaluation "MET" is assigned.

The job performance standards are written at only one level (i.e., the satisfactory level of performance). The rating options expand this one level to three levels: an evaluation of "DID NOT MEET" indicates unacceptable or unsatisfactory employee performance; a rating of "EXCEEDED" indicates that employee performance was superior to that expected of the average employee. Although the written standard, established at the start of the rating period, defines only expected satisfactory performance, the meanings of "DID NOT MEET" and "EXCEEDED" should be clearly understood by

both the supervisor and employee. For example, consider the job performance element, "Types manuscripts." Standards for this element might well be, "(a) Types 4 to 5 pages of finished copy per hour; and (b) Two to three errors are permitted per page of completed copy." On the first standard, anything less than 4 pages would be unsatisfactory; any pages typed in excess of 5 per hour would be performance above the satisfactory level. On the second standard, errors in excess of three per page would fail to meet the standard, whereas error-free typing would exceed the standard.

Once the supervisor completes ratings on all performance elements, the overall performance rating scale shown on page 1 of AF Form 1282 (see Table 3 or Appendix D) is used to determine the individual's overall performance rating. This rating is entirely a function of the performance element evaluations and cannot be arbitrarily changed to reflect a subjective judgment that does not agree with the overall rating outcome. For example, if job performance on all elements of the work plan is evaluated as having met the written standards, then the only permissible overall rating is Fully Successful. By the same token, if performance on all elements is rated as exceeding the standards, the only permissible overall performance rating is Superior. If job elements which represent at least 50%, but less than 100%, of the relative weight in importance of the work plan are exceeded and all other elements met, an Excellent performance rating must be awarded. Failure to meet any noncritical job element results in a Minimally Acceptable rating if all critical elements are at least met. If an employee does not meet the requirements of one or more critical job performance elements, an Unacceptable overall performance rating must be assigned. The overall rating is entered on page 4 of AF Form 1282.

In the above examples, the overall rating to be rendered is objective and straightforward. However, when there are multiple standards for single job elements or multiple subelements within a functional category, some subjective judgment must be made by the rater if there is a mixture of MET, DID NOT MEET, and EXCEEDED ratings. Subelements are not assigned importance weights or designated as critical/noncritical on the Form 1282. Similarly, multiple single element standards are not differentiated by importance. The rater must therefore make judgments about the relative importance of the subelements and standards when assigning the DID NOT MEET, MET, or EXCEEDED rating to the functional category or multiple standard line entry element. A simple count or averaging of MET or EXCEEDED subelements or multiple standards should normally not be used to determine the functional category or element rating. It is rarely true that subelements/standards are of equal importance; therefore, simple averaging which makes this assumption would be inducing error into the rating and would constitute unfair evaluation of the employee's performance.

When the ratings have been made, the appraisal form is signed on the last page by the supervisor, the reviewing official, and the employee in turn. Again, the reviewing official has the final authority over the actual ratings given. The original of the completed appraisal form (AF Form 1282)

is forwarded to the Central Civilian Personnel Office and a copy is given to the employee. At the time of the supervisor/employee performance appraisal meeting, the supervisor should discuss the appraisal and overall performance rating with the employee. This completes the rating cycle and a new work plan is accomplished for the next rating period.

Time Phasing

JPAS went into effect on 1 October 1981, with the development of work plans for all Federal civilian employees not exempt from coverage or assigned to the SES or designated as GM employees. (This includes FWS and GS employees.) Normally, each employee's performance will be rated just prior to the anniversary of the last within-grade salary increase or promotion.

The first appraisals under the new system were rendered on or about 1 February 1982, on employees whose last within-grade step increase or promotion fell on 1 April of the previous year. This allowed approximately 120 days for observation by the supervisor before the first evaluation was due. Other employees were evaluated as the anniversary date of their last within grade salary increase or promotion approached. Each employee is subsequently evaluated annually. One exception is that newly hired FWS employees, who will receive an initial evaluation just prior to completing 26 weeks of Federal service, will be evaluated again just prior to completing 52 weeks of Federal service. Their evaluations will be rendered annually thereafter.

Training

The most important single factor in the effective implementation of a new system is a sound training program on features and operation of the system (see the Selected Bibliography for a list of references). Therefore, the AFHRL developed a research-based training program to accompany JPAS.

Design of the training package was constrained by a number of factors including: (a) availability of media equipment (video tape recorders, slide projectors, etc.) at the various Air Force bases, (b) availability of qualified instructors, (c) diversity of personnel in terms of reading ability, experience, familiarity with the English language, job types, etc., (d) time and cost involved in developing various types of instruction, (e) worldwide deployment of employees, and (f) need to present the new system in a positive light. Two prototype training packages were developed: instructor-led instruction and self-paced training. Field testing of these two packages at Randolph AFB showed that participants in both training modes learned the information equally well. However, the instructor-led group indicated a significantly more positive attitude toward the training than did students in the self-paced class (see Glasgow, Simkins, and Guerrieri in the selected bibliography on training).

Since the two methods of instruction appeared to work equally well, the Laboratory had to decide which would be more appropriate for the Air Force. Instructor-led training was selected as the more appropriate method for a number of reasons. First, it was important that the training be perceived as a positive experience by the participants. As mentioned earlier, the field test showed that participants in the instructor-led course expressed a significantly more positive attitude toward the training than did participants in the self-paced course. Since the students' attitudes toward training often affect their attitudes toward the material (i.e., the JPAS), the more positively accepted training was deemed preferable. Second, in the self-paced prototype, the students obtained information by reading a resource book and working through a workbook. This requires that the participants be able to read and understand the materials. In many instances, because of the content and its required new vocabulary, the reading level of the prototype materials was above the tenth grade level. Individuals who would have had difficulty reading the materials might (and probably would) decide not to participate in the training.

Previous experience with studies involving self-paced instruction (see selected bibliography on training) indicates that subjects performing as part of a test group tend to read all materials and work all workbook exercises carefully. However, when these same individuals are not part of a special test group, they tend to skip important exercises and quickly skim the materials. Too heavy a reliance on printed materials was deemed inappropriate by the research team.

Employee training program. Since the JPAS was new, pre-implementation training on the system had to be provided for all employees (both supervisory and nonsupervisory). However, the training of more than 200,000 employees posed a sizable economic problem. Training nonsupervisory personnel to write acceptable job performance elements and standards (for which they are not directly responsible) was neither necessary nor cost effective. On the other hand, such training was essential for supervisory employees. Hence, two training programs were developed, an 8-hour course to provide detailed instructions and practice on work plan development, and a 4-hour course presenting primarily an overview of the system, with a small amount of in-class work plan training. The 8-hour course is mandatory for all supervisory personnel. The short course was designed for individuals who were not required to actually write work plans. It was recommended that supervisors be given the option of sending their nonsupervisory employees to whichever course was most appropriate to the needs of that employee.

Supervisory training program (8 hours). The 8-hour course, primarily designed for GS and FWS supervisory personnel, is a lecture-workshop presentation which incorporates the use of standardized viewgraphs. The course is divided into instructional modules or units. The course (a) delineates CSRA requirements, (b) explains use of the Job Performance Appraisal form (AF Form 1282), and (c) provides practice in writing job

performance elements and standards. Several class exercises in job performance elements and standard writing are included to provide practical experience in work plan writing. Other topics covered in considerable detail include (a) the evaluation and rating process, (b) supervisor-employee communication, (c) reviewing official's responsibilities, (d) employee grievance procedures, and (e) ramifications of each possible overall performance rating. Each student is provided a workbook for class use which contains the course's individual and group exercises. The workbook¹ also contains numerous examples of job performance elements and standards. A question and answer section which treats the most commonly encountered problems (see Appendix F) is appended to the workbook. Also included is background material about the CSRA and the appraisal system. The workbook¹ is designed to be a ready reference and working tool for the supervisor after completion of the training course.

Nonsupervisory training program (4 hours). The 4-hour course for nonsupervisory employees is considerably more than an orientation session, but somewhat less than the 8 hours of intensive training for supervisors. The training is similar in material covered and mode of presentation to the supervisory course. However, the number of exercises is reduced, and three of the five units include audiovisual slide presentations. A workbook presents the same information as that for the 8-hour course, but class exercises and examples are adapted to the 4-hour course. Again, the workbook is kept by the employee as a reference after completion of the course.

Final Field Test. The JPAS was taken to the field for one final test of the operational system. Teams of trainers from AFHRL and OCPD went to five bases in July and August of 1981. Supervisors were trained at Hill AFB (N = 240), Kirtland AFB (N = 174), Maxwell AFB (N = 108), Patrick AFB (N = 88), and Scott AFB (N = 240). Employees were rated 3 months after the work plans were completed. Responses of the participants did not indicate any formidable problems in the JPAS system but did help the AFHRL research team formulate recommendations for continuation of the operational system which are discussed later.

IV. DISCUSSION

The current JPAS meets CSRA requirements and provides a viable vehicle for objectively assessing job performance. JPAS provides for objectively written critical elements and performance standards that are consistent with the employee's position description and the needs of the organization. The employee's participation in the work plan development is encouraged, and the appraisals will be used "as a basis for training, rewarding, reassigning, promoting, reducing in grade, retraining, and removing employees" as

¹Although developed by AFHRL, the workbook was printed by the Office of Civilian Personnel Operations at Randolph Air Force Base, Texas, and requests for copies should be addressed to that organization. A copy of the workbook has been included as Appendix F.

required by PL 95-454. However, because the system was developed under severe time pressures, a number of user management decisions were subjectively made rather than being based on objective data. Further study has shown that a few of these decisions may merit reconsideration. These issues are discussed below.

Interim Performance Reviews

Currently, there is no formal requirement for interim performance reviews. It is imperative to the system's success that work plans be reviewed and modified whenever necessary throughout the appraisal period. This would also contribute to employee satisfaction with and acceptance of the system. Supervisor/employee working relations will be enhanced if employees know what is expected of them, receive periodic feedback on their progress, and are counseled about ways to improve their performance. Such periodic reviews are advantageous to both supervisor and employee. If properly counseled, the employee can modify work behavior to ensure an acceptable rating, while the supervisor can motivate desirable performance and improve employee productivity through this medium. Although representatives of the personnel community recognized the importance of interim performance reviews, they believed it inappropriate to dictate specific intervals between such reviews. During development of the appraisal system, interim performance reviews had been recommended to occur at least twice during the rating period; about 120 and 240 days into the rating period. Although the exact times are not important, it was considered important that scheduled times be established for performance reviews. If the system is left unstructured, many supervisors may forget or ignore performance reviews, to the detriment of both supervisor and employee.

Current policy is that interim performance reviews will be held and documented at the supervisor's discretion. Many supervisors, rationalizing that additional reviews are not necessary, choose not to use them. To preclude this, the concept of required interim reviews should be reconsidered.

Documentation

The Job Performance Appraisal form (AF Form 1282) documents the work plan and overall performance rating for employees under the JPAS. The AF Form 1282 and documentation of periodic performance reviews are kept with the employee's AF Form 971. This documentation is extremely important in justifying the employee's overall performance ratings, particularly if they fall above or below Fully Successful.

Documentation is of paramount importance if it is necessary to initiate or adverse personnel action against an employee as a result of Unacceptable Performance. The CSRA requires that written notice identifying specific instances of unacceptable performance be provided the employee. The Performance Appraisal Regulation (AFR 40-452) requires that any

documentation used to justify performance ratings be kept as part of the official record; this includes the rating form records of periodic performance reviews, and any supervisory notes about the unacceptable performance.

The rating literature indicates that supervisors who keep a diary or record on their employees are able to render more accurate and objective ratings (see Selected Bibliography). Experience also indicates that when formal record keeping is not required, many supervisors avoid this time-consuming process and rely on their memories, which may not accurately recall specific events. The current Air Force Regulation 40-452 does not specify how employee performance documentation should be handled. Documentation provided only by two or three periodic performance reviews is insufficient to track employee performance closely or to support subsequent personnel actions based on unacceptable performance. Supervisors should be required to maintain systematic records of employee performance. It is important that such records be kept and updated on a regular basis and that the same kind of records be kept on all employees. Keeping written words only on employees whose performance subsequently is rated "unsatisfactory," and against whom adverse actions are taken, may be viewed by appeal officials as suggesting an attempt "to get an employee." Air Force policy should be established concerning when and how uniform employee performance information will be documented throughout the year.

Employee Comments

One of the major considerations in developing the JPAS was maximizing user acceptance. Research reported in the literature (see Selected Bibliography) supported the concept of allowing an employee to comment in writing on the appraisal form about the evaluation. Preliminary forms used in the field tests at McClellan and Norton AFBs provided space for employee comment, but it was used very infrequently. On the final form, personnel community representatives decided not to provide space for employee comments. They pointed out that the comments section was rarely used in the field test, and the old appraisal system did not provide for employee comments. Therefore, the final form states only that the employee's signature does not indicate agreement or disagreement with the work plan or the rating.

Although space for comments is not provided on the current form, it is believed that it would be desirable to allow comments by the employee. It is possible that only a few comments were received in the field test because the rating period covered was extremely compressed, the ratings were for "research purposes only," and the ratings did not become part of the employees' official records. After a 1-year rating period, the participants may wish to provide comments. Such a section would permit employees to indicate their reasons for agreeing or disagreeing with all or part of the work plan and the ratings rendered.

Minimum Rating Period

The JPAS annual ratings are due 60 days prior to the anniversary of the employee's last within-grade step increase or promotion. However, for the system's initial year, the first ratings were rendered on 1 February 1982. (This was after development of the work plans.) Once the first-year rating was rendered, subsequent ratings were due at 1-year intervals.

Although the interval between ratings is specified, there is no requirement for a minimum time in a job before being rated. AFR 40-452 states that "when an employee is permanently assigned to a different position under another supervisor, the losing rating official will complete and submit the appraisal form to the gaining supervisor within 30 calendar days of the new assignment, if the employee served in the old position long enough . . . to permit a valid rating." The personnel community believed that supervisors needed flexibility to determine minimum rating periods because of the wide variety of jobs and personnel covered by the regulation. However, in order to minimize arbitrary and capricious determinations by supervisors, the regulations should specify a definite minimum rating period. For military personnel a minimum rating period of 90 days is required. The law requires passage of 120 days after the beginning of a new presidential administration before senior executives are rated. Therefore, sufficient precedent exists for establishing a minimum rating period.

Work Plan and Appraisal Control

One of the major problems associated with the JPAS system is assuring timely and accurate preparation of work plans, documentation, and appraisals. Regulatory guidance specifies where the forms are to be recorded, how long they are to be kept, and their ultimate disposition. The regulation does not address ways to ensure that work plans and appraisals are turned in on time. If the system is to function effectively, it is necessary to make certain the AF Form 1282 is properly prepared, the work plan portion meets all the specifications, and the appraisal is rendered correctly. It is particularly important to ensure that the overall rating has been correctly based on the element evaluation (MET, EXCEEDED, or DID NOT MEET). It is also important to assure that elements and standards are not being changed just prior to the end of the rating period for the purpose of ensuring a higher or lower rating for the employee.

The AFHRL researchers suggest development of a tracking system to monitor work plans, supervisor's documentation, and ratings. To avoid bias, it is important that persons assigned to track appraisals not be involved with the evaluation of individuals whose ratings they are monitoring. Although it is recognized that the tracking would create an additional workload, the Central Civilian Personnel Offices (CCPOs) are believed to be the most appropriate monitors for the appraisal system.

In addition to ensuring the quality and timeliness of work plans and appraisals, monitoring the Job Performance Appraisal System would provide an excellent opportunity to study rater tendencies. In the tracking system, ratings assigned could be summarized by the supervisor. Rating patterns would emerge indicating whether the supervisor is rating fairly and objectively or is committing one or more of the common rating errors. Supervisors identified as aberrant raters could be trained and counseled on how to rate more accurately. Thus, rater tracking could strengthen the overall effectiveness of the appraisal system.

Additional justification for a rater tracking system is as follows. Because the JPAS rating will be used to select individuals for training or retention in the event of a reduction in force (RIF), the rating form meets the definition of a selection system under the Uniform Guidelines for Employee Selection of 1978. Case law interpretations of the Uniform Guidelines mandate that rating differences by minority classification must be followed and recorded across time to assess possible adverse impact of the system. Since failure to collect the data has been accepted by the courts as evidence of adverse impact, it was recommended that a tracking system be adopted. The recommendation was part of a JPAS Follow-on Analysis and Evaluation Plan which was delivered to OCPD. The plan is reprinted in its entirety as Appendix G.

Training

To ensure currency and reliability of the appraisal system, training should be reviewed and updated periodically. Participants should also receive periodic refresher training. CSRA mandates that organizations provide training programs and information on the appraisal process to supervisors and employees. A continuous training program should be followed to permit training of new supervisors of civilian personnel and to provide periodic refresher training for supervisors and employees to ensure that peak effectiveness of the JPAS is maintained.

V. SUMMARY AND RECOMMENDATIONS

Under the Air Force Job Performance Appraisal System, all Air Force Federal Wage System and General Schedule employees have work plans. The work plan outlines the employee's job tasks (job performance elements) and defines standards for acceptable accomplishment of those tasks (performance standards). The system was evaluated and modified through a series of field tests conducted at McClellan and Norton AFBs. The field tests iteratively tried and revised evaluation processes and formats based on successes, failures, and acceptability to the users. From these field tests emerged a job performance appraisal system which emphasizes cooperation between the employee and supervisor in defining requirements of the employee's job.

The final JPAS package was delivered to the Office of Civilian Personnel Operations in January 1981. The system conforms to the specifications of the CSRA, the Office of Personnel Management (OPM) and the Department of Defense (DOD). Although the JPAS is straightforward in approach, detailed training is necessary to ensure that participants are informed about CSRA requirements and proper procedures for the Air Force appraisal system. The training prepares participants to write relevant work plans, ensures that they recognize what is expected of them, and that they understand the basis for the overall performance rating at the end of the appraisal period.

From survey data, it was found that employee attitude toward the Job Performance Appraisal System prior to operational phase-in generally was one of acceptance. If approached honestly, the new system should provide a much more objective method of evaluation than the system it replaces. There are some objections to JPAS; chief among them is the assertion by some people that standards cannot be written for their jobs. It is not easy to write standards, and some jobs are more difficult to define in objective terms than are others. It has been determined through several field tests, however, that standards can be written for every job. To do so requires honest and careful consideration of job elements and the performance level necessary to perform the job elements satisfactorily.

Also from field test survey data, it was noted that many employees objected to the appraisal system as being too expensive and time consuming. Although this is a valid concern, it should be recognized that the potential for increased productivity and fairness resulting from the system far outweighs this consideration. The system is required by CSRA, and directives implementing this system have been developed by the Office of Personnel Management. Further, the most time-consuming aspects (e.g., development of a written work plan) are specifically required by CSRA. Minimizing the primary supervisor workload requirements of JPAS was not an option open to the developers or the implementers since those time-consuming components are required by law.

In the final analysis, the success of the system lies with the participants. JPAS can be only as good as the integrity of the people who use it.

Now that JPAS has been implemented, the AFHRL developers have reviewed the JPAS system in its operational form, the current literature and case law on appraisal systems, and follow-up surveys and interviews from five target bases. Based on these reviews, the developers wish to reiterate the following recommendations to ensure the system's continual efficiency and success:

1. Structure schedules and procedures for interim performance reviews.

2. Provide guidelines for employee performance documentation to supplement performance reviews and the job performance appraisal.

3. Provide space on the AF Form 1282 for the employee to comment on the work plan and the appraisal.

4. Specify a minimum time of supervision before an appraisal can be rendered.

5. Establish a tracking system to ensure timely and accurate preparation of work plans and appraisals.

6. Track rater tendencies to help eliminate rater errors and, perhaps more importantly, provide a data trail for compliance with the Uniform Guidelines concerning adverse impact documentation.

7. Update training packages periodically.

8. Provide refresher training on a yearly basis.

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Appendix A: CSRA Requirements

Title 11, Section 203 of Public Law 95-454 (The Civil Service Reform Act of 1978) defines unacceptable performance as "performance of an employee which fails to meet established performance standards in one or more critical elements of such employee's position."

Section 203 also specifies the requirements for a performance appraisal system in the Federal government as follows:

Establishment of Performance Appraisal Systems

- (a) Each agency shall develop one or more performance appraisal systems which--
 - (1) provide for periodic appraisals of job performance of employees;
 - (2) encourage employee participation in establishing performance standards; and
 - (3) use the results of performance appraisals as a basis for training, rewarding, reassigning, promoting, reducing in grade, retaining, and removing employees.
- (b) Under regulations which the Office of Personnel Management shall prescribe, each performance appraisal system shall provide for--
 - (1) establishing performance standards which will, to the maximum extent feasible, permit the accurate evaluation of job performance on the basis of objective criteria (which may include the extent of courtesy demonstrated to the public) related to the job in question for each employee or position under the system;
 - (2) as soon as practicable, but not later than 1 October 1981, with respect to initial appraisal periods, and thereafter at the beginning of each following appraisal period, communicating to each employee the performance standards and the critical elements of the employee's position;
 - (3) evaluating each employee during the appraisal period on such standards;
 - (4) recognizing and rewarding employees whose performance so warrants;
 - (5) assisting employees in improving unacceptable performance; and

- (6) reassigning, reducing in grade, or removing employees who continue to have unacceptable performance but only after an opportunity to demonstrate acceptable performance.

The Office of Personnel Management provided further definitions and guidance in 50CFR Part 430:

Definitions

In this part, terms are defined as follows--

- (a) Appraisal system means a performance appraisal system established by an agency or component of an agency under subchapter 1 of Chapter 43 of Title 5, USC and Subpart B. This part which provides for establishment of performance standards, identification of critical elements, communication of standards, and critical elements to employees, establishment of methods and procedures to appraise performance against established standards, and appropriate use of appraisal information in making personnel decisions.
- (b) Performance means an employee's accomplishment of assigned duties and responsibilities.
- (c) Appraisal means comparison of an employee's performance of duties and responsibilities with performance standards.
- (d) Performance standards are the expressed measure of the level of achievement established by management for the duties and responsibilities of a position or group of positions. Performance standards may include, but are not limited to elements such as quantity, quality, and timeliness.
- (e) Critical element means component of an employee's job that is of sufficient importance that performance below the minimum standard established by management requires remedial action and denial of a within-grade increase, and may be the basis for removing or reducing the grade level of that employee. Such action may be taken without regard to performance on other components of the job.
- (f) Appraisal period means the period of time established by an appraisal system for which an employee's performance will be reviewed.

The Performance Appraisal Process

- (a) As required by 5 USC 4302(a), each agency shall establish one or more appraisal system for appraising the work performance of employees during an appraisal period.
- (b) 5 USC 4302(a) and (b) require that each appraisal system shall provide for establishing performance standards based on the requirements of employees' positions, communicating the standards of performance and the critical elements of the position at the beginning of each appraisal period, and appraising employees based on a comparison of performance with the standards established for the appraisal period. An agency shall encourage participation of employees in establishing performance standards.
- (c) Performance standards and critical elements must be consistent with the duties and responsibilities contained in employees' position descriptions.
- (d) An appraisal system shall not permit any preestablished distributions of expected levels of performance (such as a requirement to rate on a bell curve) that interfere with appraisal of actual performance against standards.
- (e) 5 USC 4302 requires that each appraisal system shall provide for periodic appraisals of performance. Employees shall generally be appraised on at least an annual basis. Agencies may provide for longer appraisal periods when duties and responsibilities of a position or the tour of duty of a position so warrant.
- (f) Critical elements and performance standards shall be in writing.
- (g) Periodic appraisals shall be in writing and shall be provided to the employee.
- (h) A system shall provide for obtaining information about performance of employees detailed or temporarily assigned to different positions when assignments are for sufficient duration to provide information about performance, and agencies shall give appropriate consideration to this information in making personnel decisions.
- (i) Performance appraisals shall be used:
 - (1) To provide employees with information on their performance and how it may be improved.

- (2) As a basis for decisions to grant awards; grant or withhold pay increases, i.e., within-grade increases, step increases, and quality step increases; grant merit pay; reassign; promote; train; retain in reduction in force; and reduce in grade or remove.

Appraisal System Documentation

- (a) Each appraisal system must include a statement of:
 - (1) The employees that it covers;
 - (2) The method or procedure by which performance standards and critical elements are established and employees are appraised;
 - (3) The ways in which employees are advised of performance standards and critical elements, are kept informed of their performance, and are notified of their appraisals;
 - (4) The supervisory officials, by definition or category, who are responsible for appraising performance and, if applicable, reviewing or approving appraisals;
 - (5) The records to be kept and the uses of those records; and
 - (6) The manner in which appraisals are used as a basis for personnel decisions, or reference to where this information may be found.

Training and Evaluation

To assure that the requirements of the law will be effectively implemented, agencies must provide appropriate training and information to supervisors and employees on the appraisal process, and must establish methods and procedures to evaluate periodically the effectiveness of their appraisal system(s) and to improve the system(s).

Subpart C - Implementation and Interim Procedures

Implementation of this Part

Each agency covered by subparts A and B of this part shall submit proposed appraisal systems to the Office of Personnel Management for review on or before 31 July 1981. Each agency must implement an approved system or systems on or before 1 October 1981 and must inform all employees covered by this part of the performance standards and

elements of their positions as soon as the system is approved, but, in no event later than 1 October 1981. Nothing herein prohibits an agency from developing and implementing critical elements and standards for particular positions prior to the development and implementation of critical elements and standards for particular positions prior to the development and implementation of critical elements and standards for all positions within the agency. Once critical elements and standards are developed for particular positions, they may be used as a basis for agency action including reduction in grade and removal of employees. Critical elements and performance standards developed for particular positions prior to the establishment of a complete system must be reduced to writing and provided to the employee before an agency proposes to take an action based on these elements and standards.

AIR FORCE

HUMAN

RESOURCES

EVALUATION

BY

OBJECTIVES

HANDBOOK (McClellan)

PERSONNEL RESEARCH DIVISION

Brooks Air Force Base, Texas 78145

LABORATORY

AIR FORCE SYSTEMS CENTER

BROOKS AIR FORCE BASE, TEXAS 78145

INTRODUCTION

Every position authorized in the Air Force is there because some specific work must be done. When all these jobs are done properly, the Air Force mission is accomplished. The best way to be sure that employees are performing satisfactorily is to state the work requirements of each position clearly, and then rate the employee against these standards. This handbook is designed to help you accomplish both tasks.

Specifically, in the next few pages we will discuss:

- o Identifying the dominant elements (DELs) of each job,
- o Identifying the critical elements of the job,
- o Stating performance standards for each DEL,
- o Assigning priority weights to DELs and standards,
- o Giving numerical ratings,
- o Determining total points for the rating,
- o Post-rating procedures, and
- o Guidelines for assessing dominant elements and standards.

The main feature of this Civilian Appraisal Program is the cooperation between the supervisor and worker in describing the job, determining critical elements, setting standards, and assigning priorities to each part of the job. If this system is applied to the best of everyone's ability, many benefits can be realized. Supervisors and workers will have a clearer understanding of what is expected of each worker, and of which parts of the job are most critical. Much personal opinion will be removed from the rating progress, insuring more accurate ratings and making it extremely difficult to give people ratings which they do not deserve. With clear standards understood by all, disputes over ratings can be resolved more fairly.

DOMINANT ELEMENTS (DEL's)

A Dominant Element (DEL) is a major duty, work activity, or set of interrelated tasks necessary for successful job performance. Dominant Elements may be either recurring duties (e.g. typing letters, repairing automobile engines, etc.) or one-time organizational objectives, (e.g. repainting the office, planning the base CFC drive, etc.). The DEL's: 1) should reflect only the actual job to be performed during the rating period; 2) should be written in a clear and concise manner; 3) should include an appropriate noun and action verb; and 4) are relatively global in nature. Supervisors and workers should cooperate in stating each DEL as clearly as possible.

Statements of DEL's should be simple enough to make sense to a person who is not familiar with the job. They should contain an action verb to clarify what is done. A list of sample action verbs is furnished as Attachment 1 to this Handbook. The final list of DEL's for a job must reflect the work actually done by the employee during the rating period. Unless the work plan - the complete list of DEL's, critical elements, standards, and weights - reflects what is really being done, the system is of little value.

Let's look at some sample DEL's and see whether they're suitable for our purpose.

o Suppose a worker claims that a dominant element of the job should be expressed as, "Types." Types what? This statement is so broad that it really doesn't tell us much. To be useful, this should be narrowed down to, "Types letters," "Types final manuscript," or, "Types reports." On the other extreme, a statement like, "Selects the proper size paper for typing letters" is too narrow to be a major part of anyone's job.

Dominant Element
Types final manuscript

Sample #1

A supply worker might start out with "inventories equipment." This might or might not be useful. If the supervisor and worker are familiar with this statement, and if they can establish a standard for it, fine. But if the statement is to include tasks such as physically checking serialized equipment, comparing with a masterlist for discrepancies, and researching shortages and overages, then the DEL is too broad. Instead, each of the tasks should probably be listed as a DEL.

o Supervisors should not write DEL's such as "Supervise and motivate." These DEL's should be broken into more specific statements.

Stating tasks which don't involve physical products or actions poses special problems, especially when standards must be determined.

CRITICAL ELEMENTS

A critical element is any requirement of the job which is so important that inadequate performance of it outweighs acceptable or better performance in other aspects of the job.

Critical elements will be designated by the supervisor. The critical elements and performance standards must be communicated to the employees at the beginning of the appraisal period.

It is important to remember that critical elements are the most important aspects of the job. Failure to perform any part of these elements satisfactorily is cause for removal or demotion. Good or even outstanding performance on the rest of the job cannot and will not compensate for unacceptable performance on any critical element.

Every job must have at least one critical element designated. Critical elements are usually determined by considering the importance of that element to the mission of the organization, the difficulty or complexity of the task, or proportion of time spent by the employee on the task.

Dominant Element

Types Final Manuscript



Example #2

PERFORMANCE STANDARDS

Performance Standards are statements which identify, to the maximum extent possible, the required level of work necessary for satisfactory job performance. They are the observable measures used to determine adequate accomplishment of the DEL. Standards should be based on objective criteria and contain measurable degrees of performance (in terms of quantity, quality, timeliness, courtesy to the public, etc.)

Once the Dominant Elements of a job have been identified and stated, performance standards must be established for each DEL. Some DEL's will require only one standard, while others will require more. If a DEL ever to call for more than three standards, you might consider redefining the DEL or breaking it down. Standards must be measurable, and numerical standards are preferable.

Standards should be set at the minimum level acceptable for satisfactory performance. There are very few tasks which require perfection or the job will fail. Remember that when 100% performance is standard, it is impossible to exceed the standard.

Standards tell in how many, how fast, how accurate, or according to what procedure a job must be done. In other words, they are measurable or observable and usually identify quality, quantity, timeliness or certain types of behavior. Standards, like DEL's, must be agreed upon by the supervisor and worker. Some examples follow.

o For the IBM, "Types final manuscript," standards might specify the number of pages to be typed per day, the percentage of pages requiring retyping because of error, the number of errors per page which would be acceptable, or the time required to complete the work. At some levels, the number of times an author or supervisor had to be consulted might be important.

Dominant Element		
Types final Manuscript	Types 50 pages of manuscript per day	
	Retypes less than 5% of the pages because of error	
	Completes final manuscript of less than 30 pages within two days of receiving draft copy	

Sample #3

10. If a supply worker had to compare an inventory with a master listing for discrepancy, a percentage of error might be a useful standard.

6. The electronic worker might be required to construct circuits with resistance plus or minus a percentage of the target resistance.

...in order to comply with a directive, might have to complete 190 hours eligible personnel for supervisory training within the 180-day limit.

Next, the relative importance of each DEL to the worker's job performance is determined. The worker and a job analyst should agree upon the relative weight of each DEL. In some cases, a DEL will receive more weight because it is more consuming than other DEL's. In other cases, a DEL may be weighted more heavily because it is more difficult or more important than other DEL's. The determination of priority weights is made by the worker and job analyst in collaboration.

The total weight of all the DEL's for a particular job will be set at 100. Each DEL will be assigned a numerical weight, and the weights will add up to 100. For example, if typing final manuscript takes up half of a typist's job time, that DEL might be weighted 50. That leaves 50 to be distributed among the other DEL's which make up the rest of the typist's job. However, it must be remembered that time alone is not the only criterion for determining priority point distribution.

One more step must be accomplished in the priority weighting process. Remember that standards will be listed for each DEL. Each of these standards must be weighted with part of the points assigned to that DEL. If only one standard is listed, it will receive all of the points for that DEL. If two standards are listed, and they are considered equally important, each should receive half of the points assigned to the DEL. If one is more important, it should receive more points.

Let's go back to the DEL, "Types final manuscript." Let's assume that we assigned three standards to that DEL: 1) produces 50 pages of manuscript per day, 2) has to retype less than 5% of pages because of error, and 3) must complete final of 30 pages or less within 2 days of receiving draft. Let's also say that we've assigned a weight of 50 to that DEL because it is a very important part of the typist's job.

If we then decided that timely response was more important than the pages produced or error rate, we could assign more points to that standard. The total points assigned to all three standards would have to be 50 which is the point value of the DEL.

Dominant Element	Types 50 pages of manuscript per day	
	Types 50 pages of manuscript per day	10
	Retypes less than 5% of the pages because of error	15
	Completes final manuscript of less than 30 pages within two days of receiving draft copy	25

Example #4

ASSIGNING NUMERICAL RATINGS

In assigning numerical ratings, the rater must consider the employee's achievement of each standard listed under each DEL. It is essential that only one standard be considered at a time, and that no consideration be given to the relative weight of the standard at this point.

Assign a rating of 6 through 10 on each standard using the following guidelines:

- o Mark (6) if the employee's performance did not meet this standard due to lack of effort, skill knowledge, or ability. Ratings of (6) must be justified on the rating form.

- o Mark (7) if the employee's performance met this standard for satisfactory performance; or if failure to attain the standard was due primarily to factors beyond the employee's control which interfered with satisfactory performance.

- o Mark (8) if the employee's performance exceeded this standard; or if the employee met this standard under particularly difficult circumstances that were beyond his or her control.

- o Mark (9) if the employee's performance far exceeded this standard; or if the employee exceeded this standard under particularly difficult circumstances that were beyond his/her control. Ratings of (9) must be justified on the rating form.

- o Mark (10) if the employee's performance so far exceeded this standard under the most difficult circumstances that special, official recognition is deserved. Very few individuals should be considered for this rating. Ratings of (10) must be justified by both the rater and reviewer.

DETERMINING TOTAL POINTS

Multiply the rating (6 to 10) given one each standard by the number of priority points assigned to that standard. Record this figure (the product) in the last (far right) column of the rating form. Add up all the point figures in the far right column, and record the total in the block provided in the lower right hand corner of the form.

As a check, the total points for any rating will be between 600 and 1000 points.

PRIORITY POINTS (From Work Plan)	PERFORMANCE POINTS (See Definitions)					TOTALS Multiply Priority Points By Performance for each Standard & Enter Below
	UNACCEPTABLE	ACCEPTABLE	Exceeds Standard	(9) SUPERIOR	(10) OUT- STANDING	
10						70
15						120
25						200
7						56
8						56
10						80
13						134
7						49
5						35

CRITERIA FOR ADEQUATE DOMINANT ELEMENTS AND STANDARDS

It is the responsibility of the Reviewer to check each work plan submitted by the employee to insure that: 1) the appropriate work activities are listed as DEL's, 2) the standards are appropriate for both the individual and the organizational requirements, and 3) the designated critical elements are appropriate.

The reviewer should also insure that the Dominant Elements and Standards are correctly written. The following list indicate some of the requirements for good DEL's and standards.

Dominant Elements:

- should reflect a specific job requirement which has an outcome or result
- indicate what the worker actually does
- should be sufficiently descriptive so that the reviewer knows exactly what is meant.
- should be written clearly and concisely
- should contain an action verb and a noun

Performance Standards:

- should be consistent with the grade level of the position
- relate to specific Dominant Elements
- indicate the minimum acceptable performance
- should be measurable or observable
- are usually expressed in terms of quantity, quality, timeliness, or behavior such as courtesy to the public.
- should be written clearly, concisely, simply, and understandably.

POST-TRAINING PROCEDURES

After completing the training, there will be a number of things that must be accomplished.

- 1) Each individual must meet with their supervisor (employee) and complete a work plan.
- 2) This work plan must then be sent to the supervisor's superior or reviewer.
- 3) If the employee and supervisor cannot agree on one or more aspects of the work plan, the reviewer will make the final decision.

- 4) The reviewer will check the work plan to insure:
 - a) it is indicative of the actual job
 - b) it will meet the requirements of the organization and the individual
 - c) it is written in the proper format
- 5) If the work plan does not meet the reviewer's criteria, it will be returned to the supervisor for reaccomplishment
- 6) Once the work plan has been reviewed and accepted, the employee and supervisor will each keep a copy and the reviewer will send another copy to the CPO
- 7) After approximately one month, the supervisors will be notified that an EBO rating is done. The supervisor will complete the rating.
- 8) The employee will have an opportunity to comment on that rating using measurable and objective justification to support any disagreement.
- 9) The supervisor will then have an opportunity to change the rating or comment on the employee's disagreement.
- 10) The rating is then sent to the reviewer for review and substantiation of all ratings of unacceptable and outstanding
- 11) The reviewer will then send this rating to the CPO

CONCLUSION

The keys to the process of this appraisal system are: 1) real cooperation between the supervisor and worker in completing the work plan, and 2) dedication to honesty and openness throughout the appraisal process. If the system is given a fair try, we can expect an improvement in morale through recognition of individual responsibilities and expectations. This system can benefit you if you let it.

ATTACHMENT 1

advertises	coordinates	gathers	proposes
assumes	classifies	grants	proofs
acquires	checks	grades	prosecutes
activates	compiles	grafts	protects
adapts	collects	groups	proves
addresses	defines	grinds	plans
advises	destroys	gears	plots
alters	designates	goes	publicises
amends	designs	guards	promotes
amortizes	describes	guides	patrols
analyzes	distributes	guarantees	processes
appoints	disapproves	greet	quarantines
assembles	downgrades	hauls	qualifies
assesses	disburses	heads	quantifies
assigns	disperses	helps	questions
audits	dispenses	holds	researches
answers	documents	handles	rations
acknowledges	determines	interprets	relegates
administers	defends	improves	reads
accepts	deducts	imparts	rigs
aids	detects	insists	refers
amends	detains	initiates	rakes
arranges	deters	implants	retains
attends	directs	includes	rewards
announces	develops	manages	revises
accomplishes	discusses	makes	registers
accumulates	deals	mops	reviews
authorizes	dismantles	motivates	requests
adjudicates	delegates	mixes	returns
admits	draws	monitors	relays
appraises	deploys	nails	releases
binds	disarms	names	receives
buys	examines	narrows	runs
contacts	functions	nurses	records
cleans	finds	notes	recruits
cancels	files	notifies	responds
calls	finishes	opens	reconciles
carries	fits	oversees	recommends
cashes	familiarizes	orders	refinishes
certifies	formulates	organizes	stores
celebrates	factories	obtains	searches
celebrates	feels	operates	salvages
celebrates	formulates	patches	strips
celebrates	fills	picks	supeonas
celebrates	formulates	pastes	supports
celebrates	establishes	palpates	suggests
celebrates	extends	paves	substitutes
celebrates	extends	presents	substitutes
celebrates	extends	purchases	substitutes
celebrates	extends	provides	substitutes

shuts
ships
slices
settles
satisfies
services
solicits
signs
sends
travels
takes
tags
tastes
tears
teaches
times
tours
totals
trains
tenders
tests
testifies
transports
unifies
uncovers
upgrades
utilizes
varies
voids
verifies
watches
writes
works

EXAMPLES .

Performs Liaison with Host Chief of Supply	<u>10</u>	
Insures proper control of items requested with 2% error rate.		5
Insures issue of equipment upon receipt with 100% accuracy.		2
Requests follow-up action on over-due equipment with 1% error rate.		3
Manages Off-Site Tape Storage	<u>9</u>	
Maintains 98% accountability for all tapes stored off-site.		2
Maintains 100% accountability for all tapes received from other sites.		2
Rotates 100% of the off-site magnetic tapes used for backup.		5
Monitors On-the-Job Training Program	<u>60</u>	
Ensures entry of at least 95% of eligibles into training.		15
Ensures 85% of eligibles enter training within 2 wks of arrival.		40
Ensures 90% of trainees complete OJT within the regulation time limits.		5
Prepares Recurring Reports	<u>30</u>	
Compiles data with 95% accuracy .		15
Submits reports within established suspense 98% of time.		8
Less than 5% of reports returned for format or content errors.		7
Maintains Currency of Telephone Pyramid Alert System	<u>35</u>	
Alert initiated within 5 minutes of notification 95% of time.		5
Notify 90% of personnel within 30 minutes of initiation.		15
Final acknowledgement to Command Post within 45 minutes in 100% of cases.		15
Balances Tires	<u>20</u>	
Balances set of tires within 20 minutes 90% of jobs.		10
Less than 5% of customers return for reliable attention.		10
Screens Patients in central dispensary	<u>80</u>	
Sees 6 patients per hour each shift.		10
Preliminary diagnosis accurate 90% of cases.		30
Emergency cases given priority 100% of cases.		40

Performs Routine Vehicle Maintenance

60

Completes 90% of jobs within time standards.

20

95% of jobs pass quality control check.

25

Requires assistance on less than 5% of jobs.

15

AIR FORCE



HUMAN

RESOURCES

EVALUATION

BY

OBJECTIVES

HANDBOOK (Norton)

PERSONNEL RESEARCH DIVISION

Brooks Air Force Base, Texas 78235

LABORATORY

AIR FORCE SYSTEMS COMMAND
BROOKS AIR FORCE BASE, TEXAS 78235

INTRODUCTION

Every position authorized in the Air Force is there because some specific work must be done. When all these jobs are done properly, the Air Force mission is accomplished. The best way to be sure that employees are performing satisfactorily is to state the work requirements of each position clearly and then rate the employee against these standards. This handbook is designed to help you accomplish both tasks.

Specifically, in the next few pages we will discuss:

- o Identifying the dominant elements (DEIs) of each job
- o Stating performance standards for each DEL
- o Identifying the critical standards of the job
- o Assigning priority weights to DELs and standards
- o Giving numerical ratings
- o Determining total points for the rating
- o Documentation of performance
- o Post-rating procedures
- o Guidelines for assessing dominant elements and standards

The main feature of this Civilian Appraisal Program is the cooperation between the supervisor and worker in describing the job, determining Dominant Elements, setting standards, identifying critical standards, and assigning priorities to each part of the job. If this system is applied to the best of everyone's ability, many benefits can be realized. Supervisors and workers will have a clearer understanding of what is expected of each worker and of which parts of the job are most critical. Much personal opinion will be removed from the rating progress, ensuring more accurate ratings and making it extremely difficult to give people ratings which they do not deserve. With clear standards understood by all, disputes over ratings can be resolved more fairly.

DOMINANT ELEMENTS (DELS)

A Dominant Element (DEL) is a major duty, work activity, or set of interrelated tasks necessary for successful job performance. Dominant Elements may be either recurring duties (e.g., typing letters, repairing automobile engines, etc.) or one-time organizational objectives (e.g., repainting the office, planning the base CFC drive, etc.). The DELs (1) should reflect only the actual job to be performed during the rating period, (2) should be written in a clear and concise manner, (3) should include an appropriate noun and action verb, and (4) are relatively global in nature. Supervisors and workers should cooperate in stating each DEL as clearly as possible.

Statements of DELs should be simple enough to make sense to a person who is not familiar with the job. They should contain an action verb to clarify what is done. A list of sample action verbs is furnished as Attachment 1 to this Handbook. The final list of DELs for a job must reflect the work actually done by the employee during the rating period. Unless the work plan--the complete list of DELs, standards, critical standards, and weights--reflects what is really being done, the system is of little value.

Let's look at some sample DELs and see whether they're suitable for our purpose.

o Suppose a worker claims that a dominant element of the job should be expressed as "Types." Types what? This statement is so broad that it really doesn't tell us much. To be useful, this should be narrowed down to "Types letters," "Types final manuscript," or "Types reports." On the other extreme, a statement like "Selects the proper size paper for typing letters" is too narrow to be a major part of anyone's job.

DEL NO	
1	Types final manuscripts

o A supply worker might start out with "inventories equipment." This might or might not be too broad. If the supervisor and worker are satisfied with this statement, and if they can establish a standard for it, fine. But if the DEL turns out to include tasks such as physically checking serialized equipment, comparing with a master list for discrepancies, and researching shortages and overages, then the DEL is too broad. Instead, each of the tasks should probably be listed as a DEL.

o Supervisory personnel may produce DELs such as "Supervises subordinate." This DEL requires a breakdown into more specific statements. Stating tasks which don't involve physical products or actions poses special problems, especially when standards must be determined.

PERFORMANCE STANDARDS

Performance Standards are statements which identify, to the greatest extent possible, the required levels of work necessary for acceptable job performance. They are used in determining successful accomplishment of the Dominant Elements (DELs) and, like DELs, should be determined jointly by rater and ratee.

Performance Standards have three identified levels: Marginal, Fully Successful, and Outstanding. Failure to achieve at least the Marginal level results in unacceptable job performance on the standard. Fully Successful is the level at which a productive, conscientious worker is expected to perform. Performance which so far exceeds Fully Successful so as to be deserving of special recognition is identified as Outstanding.

Performance Standards must be established for each DEL. There is no limit to the number of standards which may be written for one DEL. However, DELs should not be broken down so much that the standards become trivial. For example, it is not necessary, when describing a typist's duties, to include items such as putting the paper into the typewriter.

Performance Standards are, to the greatest extent possible:

(1) Measurable, (2) Observable, and (3) Realistic.

(1) Measurable - Standards should tell us how much, how many, how fast, how accurate, etc. Standards stated in numerical terms tend to be the best type for this purpose. "Cleans three offices per day" and "Attends 95% of Division meeting," are examples of measurable standards. "Types memos" is not a measurable standard. How many should be typed? How fast should they be typed? How accurate should the typing be? For a standard to be measurable there must be a level which has to be achieved.

(2) Observable - If there is no way to know if the measurable level has been met the standard is of no use. There should be some way of actually seeing if the standard has been met or have some kind of record system which documents performance. For a traffic cop, "Is courteous to motorists 95% of the time" is a measurable standard. However, when the cop is dealing with motorists he is usually alone. Therefore, the standard is not observable. A better standard would be, "Receives no more than two complaints per month from motorists for being discourteous."

(3) Realistic - A standard may be measurable and observable, but if it is not practical for someone to measure or observe that standard, it is unrealistic. "Types 50 words per minute" is both measurable and observable. However, since it is impractical to stand over a typist's shoulder with a stopwatch, it is not a realistic standard. It would be more realistic to use "Completes typing assignments within one working day of receiving them" as a standard.

Also, for an Outstanding level to be realistic it must be challenging but attainable. If a level is set so high that it is impossible to achieve, then it is of no value. It is best to stay away from terms such as never and always. "Is always prepared to answer questions at meetings" is an Outstanding level performance standard. But since it is practically impossible to always be prepared, it is not a realistic standard.

It is suggested, when developing the three levels for each standard, that the Fully Successful level be identified first. Fully Successful levels tend to be the most easily determined. From there it also becomes easier to determine Marginal and Outstanding levels.

It is conceivable for a standard to have only one level. It may be necessary to require 100% efficiency to ensure successful job performance. An example would be a job where classified material is involved. Failure to safeguard this material even once could result in disastrous consequences and would therefore be unacceptable job performance.

Since in almost all of these cases a productive, conscientious worker would be expected to perform at 100%, it would be the Fully Successful level. It should appear as a Fully Successful level on the work sheet. No other levels are required in these special cases.

In summary, performance standards identify the required levels of work necessary for acceptable job performance. They relate back to the Dominant Elements and, like the DELs, they are determined jointly. Standards are identified on three levels: Marginal, Fully Successful, and Outstanding. There is no limit to the number of standards applying to a particular DEL. However, standards should not be trivial. They should be measurable, observable, and realistic. Properly developed standards are worth the time and effort required to be put into them.

Going back to our typist example, appropriate standards would look like this:

DEL NO.	1	Types final manuscripts
STD NO.		MARGINAL
	1	Returns with no more than 5 errors per 15 pages
CHECK ONE		FULLY SUCCESSFUL
<input type="checkbox"/> CRITICAL		Returns with no more than 3 errors per 15 pages
<input type="checkbox"/> NOT CRITICAL		
		OUTSTANDING
PRIOR-ITY POINTS		Returns with no more than 1 error per 15 pages
DEL NO.	1	Same as above
STD NO.		MARGINAL
	2	Completes manuscripts within two (2) working days of receiving assignment
CHECK ONE		FULLY SUCCESSFUL
<input type="checkbox"/> CRITICAL		
<input type="checkbox"/> NOT CRITICAL		Completes manuscripts within one (1) working day of receiving assignment
		OUTSTANDING
PRIOR-ITY POINTS		Completes manuscripts on same day assignment is received

CRITICAL STANDARDS

A critical standard is a performance standard which is sufficiently important in terms of time spent, consequences of error and/or other factors affecting organizational outcome, that less than Marginal performance of that performance standard results in unacceptable overall job performance. In other words, less than Marginal performance in a critical standard will result in unacceptable overall job performance regardless of performance in other standards.

Critical standards will be determined jointly. However, it is the responsibility of the supervisor to ensure that critical standards are selected because of their importance to the mission of the organization. Ratees must be made aware of which standards are critical at the beginning of the appraisal period.

It is important to remember that critical standards are the most crucial aspects of the job. Failure to perform up to at least a Marginal level on these standards is cause for removal or demotion. Fully Successful or even Outstanding performance on the rest of the job cannot and will not compensate for unacceptable performance on any critical standard.

Every job must have at least one critical standard, otherwise there is no justification for the existence of that job. Critical standards are usually determined by considering the importance of that duty to the mission of the organization, the difficulty or complexity of the task, or proportion of time spent on the task.

Critical and non-critical standards are indicated by marking the appropriate box on the work sheet. Let's assume that our typist spends over half her time typing manuscripts. If she is behind in her typing, a great bottleneck occurs. For this reason this part of her job is critical and DEL 1, Standard 2, would be marked "critical." It would look like this on the work sheet:

DEL NO	
1	Same as above
2	Completes manuscripts within two (2) working days of receiving assignment
CHECK ONE	FULLY SUCCESSFUL
<input checked="" type="checkbox"/> CRITICAL	Completes manuscripts within one (1) working day of receiving assignment
<input type="checkbox"/> CRITICAL	OUTSTANDING
PRIORITY POINTS	Completes manuscripts on same day assignment is received

PRIORITY WEIGHTING

Not every DEL will be of equal importance to the worker's job performance. The supervisor and worker should agree upon the relative weight of each DEL. In some cases, a DEL will receive more weight because it is more time consuming than other DELs. In other cases, a DEL may be weighted more heavily because it is more difficult or complex than other DELs. The determination of priority weights is up to the supervisor and worker in collaboration.

The total weight of all the DELs for a particular job will be set at 100. Each DEL will be assigned a numerical weight, and the weights will add up to 100. For example, if typing final manuscripts takes up

half of a typist's job time, that DEL might be weighted 50. That leaves 50 to be distributed among the other DELs which make up the rest of the typist's job. However, it must be remembered that time alone is not the only criterion for determining priority point distribution.

One more step must be accomplished in the priority weighting process. Remember that standards will be listed for each DEL. Each of these standards must be weighted with part of the points assigned to that DEL. If only one standard is listed, it will receive all of the points for that DEL. If two standards are listed, and they are considered equally important, each should receive half of the points assigned to the DEL. If one is more important, it should receive more points.

Let's go back to the DEL. "Types final manuscripts." Assuming that the typist spends at least half of her working time typing manuscripts, we will assign 50 points to that DEL. Let's also assume that timeliness is more important than quality. We might therefore assign 35 points to DEL 1, Standard 2, and only 15 points to DEL 1, Standard 1. The work sheet would look like this:

DEL NO.	
1	Types final manuscripts
TD NO.	MARGINAL
1	Returns with no more than 5 errors per 15 pages
WEEK ONE	FULLY SUCCESSFUL
CRITICAL NOT CRITICAL	Returns with no more than 3 errors per 15 pages
15	PRIORITY POINTS
	OUTSTANDING
	Returns with no more than 1 error per 15 pages
DEL NO.	
1	Same as above
TD NO.	MARGINAL
	Completes manuscripts within two (2) working days of receiving assignment
WEEK ONE	FULLY SUCCESSFUL
CRITICAL NOT CRITICAL	Completes manuscripts within one (1) working day of receiving assignment
15	PRIORITY POINTS
	OUTSTANDING
	Completes manuscripts on same day assignment is received

RATING INSTRUCTIONS

When rating, the rater must consider the ratee's achievement of each standard under each DEL. It is essential that only one standard be considered at a time, and that no consideration be given to the relative weight of the standard at this point.

Ratings range from Unacceptable to Outstanding with corresponding numerical scores ranging from 5 to 10. The following should be used as guidelines in determining ratings:

- o Unacceptable (5) - ratee's performance did not reach the Marginal level of performance due to lack of effort, skill knowledge, or ability. Unacceptable (5) ratings must be justified on the rating form.

- o Marginal (6) - ratee's performance was at a Marginal level or failure to meet the Marginal level was due to factors beyond the ratee's control.

- o Successful (7) - ratee performance was satisfactory but failed to achieve the Fully Successful level because of inexperience or other similar factors. May also be used as an incentive for ratees who have worked hard and are expected to perform better in the future.

- o Fully Successful (8) - ratee performed up to expectations as a productive, conscientious worker and achieved the Fully Successful level for the standard.

- o Superior (9) - ratee failed to reach Outstanding level of performance but showed desire and initiative worthy of recognition. Also used if failure to achieve Outstanding was due to factors beyond the ratee's control. Superior (9) ratings must be justified on the rating form.

- o Outstanding (10) - ratee achieved Outstanding level of performance and is deserving of special recognition. Outstanding (10) ratings must be justified by both the rater and reviewer.

COMPLETING RATING SHEET

Fill in the DEL number and standard number for each standard. Then list the actual level achieved. If the rater achieved the Fully Successful level then fill in what that level was. Next, fill in the priority points given that standard and check off whether the standard was critical or not. Finally, check the box under the appropriate numerical rating, 5 through 10, given to the ratee.

To get the rating score for a standard multiply the priority points times the numerical rating. Place this figure in the box on the far right. The total score is derived by adding the numbers in the boxes on the far right.

This is what a partial score for our typist might look like:

DEL NO.	STD NO.	ACTUAL ACHIEVEMENT	PRIORITY PTS	CRITICAL STDS		5	6	7	8	9	10	TOTALS
				YES	NO							
1	1	Returned with no more than 3 errors per 15 manuscripts.	15		✓				✓			120
1	2	Completed manuscripts on same day assignment was received.	35	✓				✓				245

CRITERIA FOR ADEQUATE DOMINANT ELEMENTS AND STANDARDS

It is the responsibility of the Reviewer to check each work plan submitted by the employee to ensure that: (1) the appropriate work activities are listed as DELs, (2) the standards are appropriate for both the individual and the organizational requirements, and (3) the designated critical standards are appropriate.

The reviewer should also ensure that the Dominant Elements and Standards are correctly written. The following list indicates some of the requirements for good DELs and standards.

Dominant Elements:

- should reflect a specific job requirement which has an outcome or result
- indicate what the worker actually does
- should be sufficiently descriptive so that the reviewer knows exactly what is meant
- should be written clearly and concisely
- should contain an action verb and a noun

Performance Standards:

- should be consistent with the grade level of the position
- relate to specific Dominant Elements
- indicate three (3) levels of performance: Marginal, Fully Successful, and Outstanding
- should be measurable, observable, and realistic
- are usually expressed in terms of quantity, quality, timeliness, or behavior such as courtesy to the public
- should be written clearly, concisely, simply, and understandably

POST-TRAINING PROCEDURES

After completing the training, there will be a number of things that must be accomplished.

- (1) Each individual must meet with their supervisor (employee) and complete a work plan.
- (2) This work plan must then be sent to the supervisor's supervisor or reviewer.
- (3) If the employee and supervisor cannot agree on one or more aspects of the work plan, the reviewer will make the final decision.
- (4) The reviewer will check the work plan to ensure:
 - (a) it is indicative of the actual job
 - (b) it will meet the requirements of the organization and the individual
 - (c) it is written in the proper format
- (5) If the work plan does not meet the reviewer's criteria, it will be returned to the supervisor for reaccomplishment.
- (6) Once the work plan has been reviewed and accepted, the employee and supervisor will each keep a copy and the reviewer will send another copy to the CPO.
- (7) After approximately 1 month, the supervisors will be notified that an EBO rating is due. The supervisor will complete the rating.
- (8) The employee will have an opportunity to comment on that rating using measurable and objective justification to support any disagreement.
- (9) The supervisor will then have an opportunity to change the rating or comment on the employee's disagreement.
- (10) The rating is then sent to the reviewer for review and substantiation of all ratings of Unacceptable and Outstanding.
- (11) The reviewer will then send this rating to the CPO.

CONCLUSION

The keys to the process of this appraisal system are: (1) real cooperation between the supervisor and worker in completing the work plan, and (2) dedication to honesty and openness throughout the appraisal process. If the system is given a fair try, we can expect an improvement in morale through recognition of individual responsibilities and expectations. This system can benefit you if you let it.

DOCUMENTATION OF PERFORMANCE

Since justification is required for ratings of Unacceptable (5), Superior (9), and Outstanding (10), documentation of ratee performance is very important. Records must be kept on all ratees due to the fact that keeping records on selective persons would be discriminative. Paperwork should be kept to a minimum but accuracy is important.

The amount of paperwork involved will depend upon the Standard. For example, if a Standard level were "Receives no more than two complaints per month," monthly records would have to be kept. If it were two complaints per week, weekly records would be necessary.

It is important that these records be accurate because they will be used to document and justify both exceptionally good and exceptionally bad behavior.

ATTACHMENT 1

analyzes	coordinates	gathers	proposes
appoints	classifies	grants	proofs
assembles	checks	grades	prosecutes
assesses	compiles	grafts	protects
assigns	collects	groups	proves
audits	defines	grinds	plans
answers	destroys	gears	plots
acknowledges	designates	goes	publicises
administers	designs	guards	promotes
accepts	describes	guides	patrols
aids	distributes	guarantees	processes
amends	disapproves	greet	quarantines
arranges	downgrades	hauls	qualifies
attends	disburses	heads	quantifies
announces	disperses	helps	questions
accomplishes	dispenses	holds	researches
accumulates	documents	handles	rations
authorizes	determines	interprets	relegates
adjudicates	defends	improves	reads
admits	deducts	imparts	rigs
appraises	detects	insists	refers
binds	detains	initiates	rakes
buys	deters	implants	retains
contacts	directs	includes	rewards
cleans	develops	manages	revises
cancels	discusses	makes	registers
calls	deals	mops	reviews
carries	dismantles	motivates	requests
cashes	delegates	mixes	returns
catches	draws	monitors	relays
celebrates	deploys	nails	releases
concludes	disarms	names	receives
corrects	examines	narrows	runs
collates	functions	nurses	records
completes	finds	notes	recruits
compromises	films	notifies	responds
contracts	finishes	opens	reconciles
contributes	fits	oversees	recommends
coordinates	familiarizes	orders	refinishes
	fabricates	organizes	stores
	fastens	obtains	searches
	feeds	operates	salvages
	formulates	patches	strips
	fills	packs	supeonas
	forwards	pastes	supports
	establishes	palpates	suggests
	engages	paves	substitutes
	extends	presents	supervises
	estimates	purchases	submits
	escorts	provides	sustains

shuts
ships
slices
settles
satisfies
services
solicits
signs
sends
travels
takes
tags
tastes
tears
teaches
times
tours
totals
trains
tenders
tests
testifies
transports
unifies
uncovers
upgrades
utilizes
varies
voids
verifies
watches
writes
works

WORKPLAN
(Job Performance Evaluation System - JPES)

NAME OF RATER	SSAN	DUTY TITLE	ORGANIZATION	SERIES, GRADE
NAME OF RATER	SSAN	DUTY TITLE	ORGANIZATION	SERIES, GRADE

INSTRUCTIONS

1. Define Dominant Element.
2. Check if Critical or Non-Critical.
3. Define Standard or Standards within a Dominant Element. If there are multiple standards for a dominant element, define the dominant element only once and in the dominant element blocks which follow, write "See Above."
4. Assign Priority Points for Each Standard.
5. Add Standard Priority Points to get Total Priority Points for each dominant element. Write Total Priority Points for a Dominant Element only once in the space next to where the dominant element is defined.
6. Repeat Steps 1 thru 5 for each dominant element. The sum of Total Priority Points should total 100.

TOTAL PRIORITY POINTS FOR THIS DOMINANT ELEMENT		DOMINANT ELEMENT		<input type="checkbox"/> CRITICAL <input type="checkbox"/> NON-CRITICAL
PRIORITY POINTS FOR STANDARD	STANDARD	MARGINAL		
		FULLY SUCCESSFUL		
		SUPERIOR		
TOTAL PRIORITY POINTS FOR THIS DOMINANT ELEMENT		DOMINANT ELEMENT		<input type="checkbox"/> CRITICAL <input type="checkbox"/> NON-CRITICAL
PRIORITY POINTS FOR STANDARD	STANDARD	MARGINAL		
		FULLY SUCCESSFUL		
		SUPERIOR		
TOTAL PRIORITY POINTS FOR THIS DOMINANT ELEMENT		DOMINANT ELEMENT		<input type="checkbox"/> CRITICAL <input type="checkbox"/> NON-CRITICAL
PRIORITY POINTS FOR STANDARD	STANDARD	MARGINAL		
		FULLY SUCCESSFUL		
		SUPERIOR		
TOTAL PRIORITY POINTS FOR THIS DOMINANT ELEMENT		DOMINANT ELEMENT		<input type="checkbox"/> CRITICAL <input type="checkbox"/> NON-CRITICAL
PRIORITY POINTS FOR STANDARD	STANDARD	MARGINAL		
		FULLY SUCCESSFUL		
		SUPERIOR		
TOTAL PRIORITY POINTS FOR THIS DOMINANT ELEMENT		DOMINANT ELEMENT		<input type="checkbox"/> CRITICAL <input type="checkbox"/> NON-CRITICAL
PRIORITY POINTS FOR STANDARD	STANDARD	MARGINAL		
		FULLY SUCCESSFUL		
		SUPERIOR		
TOTAL PRIORITY POINTS FOR THIS DOMINANT ELEMENT		DOMINANT ELEMENT		<input type="checkbox"/> CRITICAL <input type="checkbox"/> NON-CRITICAL
PRIORITY POINTS FOR STANDARD	STANDARD	MARGINAL		
		FULLY SUCCESSFUL		
		SUPERIOR		
TOTAL PRIORITY POINTS FOR THIS DOMINANT ELEMENT		DOMINANT ELEMENT		<input type="checkbox"/> CRITICAL <input type="checkbox"/> NON-CRITICAL
PRIORITY POINTS FOR STANDARD	STANDARD	MARGINAL		
		FULLY SUCCESSFUL		
		SUPERIOR		

NAME OF RATEE	SSAN	DUTY TITLE	ORGANIZATION	SERIES, GRADE
NAME OF RATER	SSAN	DUTY TITLE	ORGANIZATION	SERIES, GRADE
NAME OF REVIEWER	SSAN	DUTY TITLE	ORGANIZATION	SERIES, GRADE

OVERALL RATING AND JUSTIFICATION

☐ UNACCEPTABLE
 ☐ MARGINAL
 ☐ SUCCESSFUL
 ☐ FULLY SUCCESSFUL
 ☐ EXCELLENT
 ☐ SUPERIOR

RATER'S SIGNATURE

RATEE'S COMMENTS

RATEE'S SIGNATURE

REVIEW

REVIEWER'S SIGNATURE

Appendix D: Sample Appraisal Form (AF Form 1282)

INSTRUCTIONS FOR PARTS I AND II (Parts I and II comprise the Work Plan)

The supervisor should encourage the employee to participate in the development of the Work Plan Job Performance Elements and Performance Standards. Elements must reflect the actual work to be performed during the appraisal period, and the performance standards must be written at a level which reflects satisfactory performance.

Job Performance Elements may be written using either the line entry method or the functional category method, but must be numbered consecutively in either case. The line entry method requires that an element be written as a one or two line phrase. The functional category method may be used when a number of subelements can be clustered under a functional heading such as: Administration, Communication, Directing, Planning, Maintaining, Repairing, Supplying, etc. If functional categories are used, the subelements may be written in narrative style or line entry format with further numbering of subelements under each functional category.

One or more Job Performance Elements must be identified as critical. A total of 100 Relative Importance Points must be distributed among all elements (but not subelements) with at least 51 points assigned to critical elements.

If applicable, managerial and supervisory work plans must reflect Job Performance Elements that indicate effort toward establishing work plans and meeting affirmative action goals, and achieving equal opportunity requirements. A supervisor's work plan should reflect responsibility for evaluating a subordinate's job performance in a fair and impartial manner.

When evaluating an employee's job performance, the following evaluation options will be used: (1) Employee DID NOT MEET the requirements of the standards; (2) Employee MET the requirements of the standards; or (3) Employee EXCEEDED the requirements of the standards.

INSTRUCTIONS FOR PART III

The rating process is primarily a supervisory function with the approval of the reviewing official. The supervisor must determine if the employee EXCEEDED, MET, or DID NOT MEET the requirements of the standards, and then check the appropriate column in Part III. The supervisor must then enter in Part III a brief comment concerning performance on each Job Performance Element in support of a "DID NOT MEET" or "EXCEEDED" evaluation. If all requirements are "MET" the comment, "Employee met all requirements" is sufficient.

All of the Job Performance Elements evaluations then determine the Overall Performance Rating to be assigned, as indicated in the Overall Performance Rating Scale shown below.

OVERALL PERFORMANCE RATING SCALE

SUPERIOR: Employee exceeds the performance requirements of all the job performance elements of the work plan.

EXCELLENT: Employee meets the performance requirements of all the job performance elements of the work plan and exceeds the performance requirements of the job performance elements which represent at least 50% of the relative weight in importance of the work plan.

FULLY SUCCESSFUL: Employee meets the performance requirements of all the job performance elements of the work plan.

MINIMALLY ACCEPTABLE: Employee meets the performance requirements of all critical job performance elements of the work plan, but does not meet the performance requirements of one or more noncritical job performance elements.

UNACCEPTABLE: Employee does not meet the requirements of one or more critical job performance elements of the work plan.

EMPLOYEE IDENTIFICATION

NAME OF EMPLOYEE (Last, First, Middle Initial)	SSAN	GRADE	JOB SERIES
Gilder, Raymond A.	987-65-4321	GS12	0801
POSITION TITLE	ORGANIZATION	OFFICE SYMBOL	
General Engineer (Avionics)	SA-ALC	MMART	
REASON FOR APPRAISAL	PERIOD OF APPRAISAL		
<input checked="" type="checkbox"/> ANNUAL <input type="checkbox"/> OTHER (Specify)	FROM	TO	
	1 Oct 81	25 Sep 82	
DATE ELIGIBLE FOR NEXT WITHIN GRADE INCREASE	NUMBER OF EMPLOYEES DIRECTLY SUPERVISED		
25 Nov 82	NONE (Check block)	CIVILIAN	MILITARY
	<input checked="" type="checkbox"/>		

WORK PLAN AUTHENTICATION

THE JOB PERFORMANCE ELEMENTS AND PERFORMANCE STANDARDS DEVELOPED IN THIS WORK PLAN ARE A RESULT OF A JOB ANALYSIS USING ALL AVAILABLE SOURCE MATERIAL INCLUDING A THOROUGH REVIEW OF THE CURRENT POSITION DESCRIPTION AND ANY ORAL OR WRITTEN INPUT FROM THE EMPLOYEE.

SUPERVISOR (Rating Official)

NAME, GRADE, DUTY TITLE	SIGNATURE	DATE
DALE ARDEN, LT COL, USAF Chief, Technical Systems Division	<i>Dale Arden</i>	1 Oct 81
NAME, GRADE, DUTY TITLE	SIGNATURE	DATE
DAVID A. THOMPSON, GM 14 F-18 Engineering Branch Chief	<i>David A. Thompson</i>	2 Oct 81
EMPLOYEE		
SIGNATURE - COPY RECEIVED (Signature of employee does not indicate agreement or disagreement with the work plan)		DATE
<i>Raymond A. Gilder</i>		3 Oct 81

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

1. (1) Reporting objectives are defined and data sources identified in writing 60 to 90 days after initial team startup. Evaluation techniques and checklists are written within 90 to 120 days after data collection begins. Ten to fifteen percent (by page count) revision of implementation plans is allowed. (2) One valid complaint per ten workload assignments is permitted. New workload requirements are assessed for feasibility within 3 to 5 days after they are identified. Workload rejections are justified within 7 to 10 days.

2. (1) Evaluation guidance given will be adequate for team personnel with 1 to 3 higher level management queries permitted during the reporting period. (2) Technical assistance given will be adequate to resolve technical matters for team members with 1 to 2 outside consultations allowed during the reporting period. (3) Data trends are analyzed and qualitative narratives are written once each quarter. Reports are due between the 5th and 10th day following the end of the quarter.

3. (1) Investigation is completed on 3 to 4 major problems each quarter. (2) Monthly evaluations are submitted between the 3rd and 5th work day of the following month. Yearly evaluations are due between the 10th and 15th of January. (3) One to three returns for rewrite of letters and service reports is permitted monthly.

4. (1) Missing one key meeting per quarter is allowed. Trip reports will be written 3 to 5 days after return from a meeting. Final meeting minutes are obtained and filed 3 to 4 weeks following the meeting. (2) Briefing material conforms to format and is submitted not earlier than 5 days prior to briefing and not later than 2 days prior to briefing. (3) Requests for data or problem research are completed 2 to 3 weeks after notification by supervisor.

5. A correlating narrative is completed 5 to 10 days after data analysis when both quantitative and qualitative data are used. Narrative rationale revision is permitted in 2 to 3 cases out of each 10 submitted.

6. Major rewrite by next level team reviewer of team evaluations is allowed in 2 to 3 evaluations out of each 10 submitted.

7. Two to three rough drafts of monthly and final report formats are acceptable by higher level reviewing authority prior to final acceptance.

PART III - PERFORMANCE SUBSTANTIATION AND OVERALL PERFORMANCE RATING

SUBSTANTIATION Comments are required on all Job Performance Elements. Refer to Job Performance Elements by number. A narrative description of the employee's performance on those elements checked "EXCEEDED" and "DID NOT MEET" in Part I is required to substantiate such evaluations. The comment, "Employee met all requirements" is sufficient when "MET" is checked for any Job Performance Element.

Employee met all requirements for elements 1, 2, 3, 4, and 7.

5. Correlation narratives were submitted before the 3rd day in all cases with only 1 narrative revision required.

6. No major rewrites of team evaluations were required for 72 evaluations submitted.

THE OVERALL PERFORMANCE RATING (as described in the rating scale) IS BASED UPON THE EMPLOYEE'S PERFORMANCE IN MEETING THE REQUIREMENTS OF THE JOB PERFORMANCE ELEMENTS.

☐ SUPERIOR ☐ EXCELLENT ☒ FULLY SUCCESSFUL ☐ MINIMALLY ACCEPTABLE ☐ UNACCEPTABLE

SUPERVISOR (Rating Official) SIGNATURE

Dale Arden

DATE

14 Oct 82

REVIEWING OFFICIAL SIGNATURE

David A. Thompson

DATE

14 Oct 82

EMPLOYEE SIGNATURE - RECEIPT ACKNOWLEDGED (Signature does not indicate employee agreement or disagreement)

Ramond G. Sledge

DATE

18 Oct 82

PAGE TWO

Appendix E: Work Plan Examples

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT
CHECK CRITICAL OR NON CRITICAL BOX FOR EACH ELEMENT
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT

LINE ENTRY JOB PERFORMANCE ELEMENTS

	CRITICAL	NON CRITICAL	RELATIVE IMPORTANCE POINTS	EVALUATION		
				DID NOT MEET	MET	EXCEEDED
Performs analysis of advanced laser systems.	X		20			
Monitors technical progress of contracted research and development.	X		10			
Operates a complex word processing center consisting of computerized set of components.	X		15			
Supervises preparation of final manuscripts and is responsible for final proof reading of the manuscripts and galley proofs.		X	10			
Takes and transcribes dictation.		X	25			
Designs high-vacuum, pulsed power, and structural systems and components.	X		30			
Replenish stock in bins.	X		40			
Monitors and updates AFLC master contractor address file.		X	25			
Posts stock list changes.		X	15			
Prepare equipment modification budgets and equipment replacement budget when equipment failure rates are placing weapon system support in jeopardy.		X	5			
Establishes safety requirements for all weapon tests consistent with ground and/or air safety policy and directives.	X		10			
Develop analysis programs and data handling techniques to utilize computer processing capabilities.		X	15			
Directs and monitors the fabricating, assembly, checkout, and calibration of instrumental systems.	X		10			
NOTE: THIS IS A COMPOSITE WORK PLAN OF SELECTED JOB PERFORMANCE ELEMENTS FROM SEVERAL EMPLOYEE'S WORK PLANS. TOTAL RELATIVE IMPORTANCE POINTS IN THIS EXAMPLE ARE NOT INTENDED TO SUM TO 100. NUMBERING OF THE ELEMENTS HAS BEEN OMITTED.						

PAGE 2 OF 4 PAGES

PART I-WORK PLAN JOB PERFORMANCE ELEMENTS

<p>NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.</p> <p>FUNCTIONAL CATEGORY JOB PERFORMANCE ELEMENTS AND SUBELEMENTS</p>	CRITICAL	NON CRITICAL	RELATIVE IMPORTANCE POINTS	DID NOT MEET	MET	EVALUATION
COORDINATING: (1) Provides technical guidance to other DOD and government agencies. (2) Attends technical conferences. (3) Coordinates assigned projects with other groups within the division.	X		10			
CLERICAL WORK: (1) Maintains appointment calendar. (2) Completes time cards. (3) Prepares classified material for destruction. (4) Orders blank forms.		X	5			
FREEDOM OF INFORMATION ACT: (1) Receives, records, and suspenses request to specify offices for action. (2) Monitors requests to ensure they are processed within time limits required by law. (3) Sends requests to other activities for action when necessary and notifies the requestor of action taken. (4) Sends recommendations for denial to HQ AFSC for final action.	X		30			
CONTRACT MANAGEMENT: (1) Monitors all phases of the O&M contract. (2) Performs Deputy Contracting Officer responsibilities. (3) Assists in planning and monitoring Division budgets. (4) Acts as office chief in the absence of the chief.	X		45			
MAINTAINS EQUIPMENT ACCOUNTS: (1) Encodes AF Forms 601b for computer input. (2) Performs quality control on supply documents and formal records. (3) Reviews changes to Table of Allowance Authorizations. (4) Reviews applicable computer products. (5) Monitors out-of-balance listing. (6) Coordinates with Safety, Communications, Administration, Photography Laboratory, and ADPE. (7) Ensures accountability of systems. (8) Initiates follow ups. (9) Prepares and processes appropriate type of relief documentation.	X		55			
PROGRAM PLANNING: (1) Reviews and evaluates AF, AF contractor, and DOE reports on nuclear weapon effects to ensure that the information in the current AFSC 500 series manuals is correct. (2) Specifies and prepares technical requirements in statements of work and evaluates contractor proposals for technical competence.	X		35			
REPORTS STATUS: (1) Maintains project folder for each assigned project. (2) Prepares closing action letters and test reports. (3) Provides accurate written inputs for section monthly status reports.		X	10			
<p>NOTE: THIS IS A COMPOSITE WORK PLAN OF SELECTED JOB PERFORMANCE ELEMENTS FROM SEVERAL EMPLOYEE'S WORK PLANS. TOTAL RELATIVE IMPORTANCE POINTS IN THIS EXAMPLE ARE NOT INTENDED TO SUM TO 100. NUMBERING OF FUNCTIONAL CATEGORIES HAS BEEN OMITTED.</p>						

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I

EXAMPLES
LINE ENTRY AND FUNCTIONAL CATEGORY PERFORMANCE STANDARDS
LINE ENTRY

1. Dictated assignments are typed within 2 to 3 days after receipt. Between 2 and 3 errors per page of completed materials are permitted.
2. Documents are distributed 2 to 3 days after receipt.
3. Prepares reports of findings 10 to 12 days after inspection. Takes follow-up action 2 to 3 weeks to assure correction of deficiencies.
4. Repairs are made in 5 to 7 days for in-house items and in 20 to 25 days for contract repair.

5. Gives 1 to 2 presentations on laser theory at professional meetings each year.

FUNCTIONAL CATEGORY

1. (1) Ten to 15 typing errors per 10 pages of typing permitted. (2) Completes manuscripts of 10 to 15 pages in 2 to 3 days after receipt.
2. (1) Operational code problems solved 1 to 2 weeks after problem identification. (2) Documents new capabilities 1 to 2 weeks after implementation. (3) Decisions on new capabilities or improvements documented 1 to 2 weeks after decision rendered.
3. (1) Computer security articles/bibliographies are scanned monthly to determine pertinence to AFWL computer center. Briefs of pertinent articles forwarded to Chief between the 5th and 10th of the following month. (2) Literature surveyed monthly on software development. Briefs or negative report filed with Chief between the 5th and 10th of each month. Technical reports received are forwarded to office of primary responsibility between the 15th and 20th of each month or negative report furnished. (3) Literature scanned monthly for new hardware, networking development for potential application at AFWL with report or negative report forwarded to the Chief between the 20th and 25th of each month.
4. (1) Correctly specified equipment required for experiments with 1 to 2 minor errors permitted per year. (2) Notifies maintenance monitor or supervisor of malfunctioning equipment within 24 to 48 hours of discovery.
5. (1) Maintains one personnel folder per employee. (2) Documents initial Job Safety Training on AF Form 971 for each employee completing the training. One to two omissions of training entry permitted for all folders maintained. (3) Conducts and documents a monthly staff meeting. Report of meeting forwarded to the Chief between 15th and 30th of each month. (4) Posts any disciplinary action on an employee's AF Form 971 in 5 to 10 days after incident. Coordinates supervisor and CCPU 10 to 15 days prior to administering a written reprimand, suspension, or removal.

JPAS

Job Performance Appraisal System

Workbook

(ONE-DAY TRAINING)

OFFICE OF CIVILIAN PERSONNEL OPERATIONS
Randolph Air Force Base, Texas



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS, UNITED STATES AIR FORCE
WASHINGTON, D.C. 20330

10 DEC 1981

MP

The Job Performance Appraisal System

Air Force Employees and Military and Civilian Supervisors

1. The Civil Service Reform Act (CSRA) requires all Federal agencies to set up by 1 October 1981 new performance appraisal systems to be used as a basis for personnel decisions to reward, assign, promote, train, retain or remove employees. New Air Force appraisal systems are already operational for members of the Senior Executive Service (SES) and employees who will be covered by the Merit Pay System (MPS).
2. The Job Performance Appraisal System (JPAS) will be implemented this year for the remaining approximately 200,000 employees. JPAS will cover all General Schedule (GS) and Scientific Technical (ST) employees who are not in SES or MPS, and Federal Wage System employees.
3. The JPAS has been designed to make performance appraisals more objective. The training you will receive focuses on preparation of a work plan which describes job requirements and performance standards against which each employee will be appraised. The work plan will describe what is expected of each employee in terms of quality, quantity, and manner of performance.
4. The supervisor is responsible for developing a valid work plan by 1 October 1981. However, it is Air Force policy to encourage employee participation in this process. Accordingly, I urge you to work together to make this new appraisal system equitable, objective, and as useful as possible.

ANDREW P. IOSUE
Lieutenant General, USAF
Deputy Chief of Staff,
Manpower and Personnel

INTRODUCTION

This workbook is to be used as part of the training course for the Air Force Job Performance Appraisal System (JPAS). It is designed primarily to help you write a work plan. There are exercises to complete that show you how to write job performance elements and standards for a work plan. There are also reference sheets in the appendices with definitions of terms used in the training, examples of elements and standards, completed appraisal forms and other reference materials to help clarify the JPAS training.

CCPO Contact Person _____

Telephone _____

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TRAINING AGENDA

0800 - 0820	Training Introduction --Overview --Follow-on Requirements
0820 - 0835	Unit I - Civil Service Reform Act of 1978 and the Job Performance Appraisal System
0835 - 0850	Unit II - Job Performance Appraisal Form
0850 - 0905	Break
0905 - 1200	Unit III - Job Performance Elements -- Class Exercise -- Break -- Group Exercise -- Write Your Own Elements
1200 - 1300	Lunch
1300 - 1545	Unit IV - Job Performance Standards -- Class Exercises -- Break -- Group Exercise -- Write Your Own Standards
1545 - 1555	Break
1555 - 1625	Unit V - Performance Appraisal and Rating Information -- Class Exercise
1625 - 1635	Unit VI - Work Plan Accomplishment, Effective Communication, and Rater Errors
1635 - 1650	Unit VII - General Performance Appraisal Information
1650 - 1700	Summary

JOB PERFORMANCE APPRAISAL

INSTRUCTIONS FOR PARTS I AND II (*Parts I and II comprise the Work Plan*)

The supervisor should encourage the employee to participate in the development of the Work Plan Job Performance Elements and Performance Standards. Elements must reflect the actual work to be performed during the appraisal period, and the performance standards must be written at a level which reflects satisfactory performance.

Job Performance Elements may be written using either the line entry method or the functional category method, but must be numbered consecutively in either case. The line entry method requires that an element be written as a one or two line phrase. The functional category method may be used when a number of subelements can be clustered under a functional heading such as: Administration, Communication, Directing, Planning, Maintaining, Repairing, Supplying, etc. If functional categories are used, the subelements may be written in narrative style or line entry format with further numbering of subelements under each functional category.

One or more Job Performance Elements must be identified as critical. A total of 100 Relative Importance Points must be distributed among all elements (*but not subelements*) with at least 51 points assigned to critical elements.

If applicable, managerial and supervisory work plans must reflect Job Performance Elements that indicate effort toward establishing work plans and meeting affirmative action goals, and achieving equal opportunity requirements. A supervisor's work plan should reflect responsibility for evaluating a subordinate's job performance in a fair and impartial manner.

When evaluating an employee's job performance, the following evaluation options will be used: (1) Employee DID NOT MEET the requirements of the standards; (2) Employee MET the requirements of the standards; or (3) Employee EXCEEDED the requirements of the standards.

INSTRUCTIONS FOR PART III

The rating process is primarily a supervisory function with the approval of the reviewing official. The supervisor must determine if the employee EXCEEDED, MET, or DID NOT MEET the requirements of the standards, and then check the appropriate column in Part I. The supervisor must then enter in Part III a brief comment concerning performance on each Job Performance Element in support of a "DID NOT MEET" or "EXCEEDED" evaluation. If all requirements are "MET" the comment, "Employee met all requirements" is sufficient.

All of the Job Performance Elements evaluations then determine the Overall Performance Rating to be assigned, as indicated in the Overall Performance Rating Scale shown below.

OVERALL PERFORMANCE RATING SCALE

SUPERIOR: Employee exceeds the performance requirements of all the job performance elements of the work plan.

EXCELLENT: Employee meets or exceeds the performance requirements of all the job performance elements of the work plan and exceeds the performance requirements of the job performance elements which represent at least 50% of the relative weight in importance of the work plan.

FULLY SUCCESSFUL: Employee meets the performance requirements of all the job performance elements of the work plan.

MINIMALLY ACCEPTABLE: Employee meets the performance requirements of all critical job performance elements of the work plan, but does not meet the performance requirements of one or more noncritical job performance elements.

UNACCEPTABLE: Employee does not meet the requirements of one or more critical job performance elements of the work plan.

EMPLOYEE IDENTIFICATION

NAME OF EMPLOYEE (<i>Last, First, Middle Initial</i>)	SSAN	GRADE	JOB SERIES
POSITION TITLE	ORGANIZATION		OFFICE SYMBOL
REASON FOR APPRAISAL <input type="checkbox"/> ANNUAL <input type="checkbox"/> OTHER (<i>Specify</i>)	PERIOD OF APPRAISAL FROM _____ TO _____		
DATE ELIGIBLE FOR NEXT WITHIN GRADE INCREASE	NUMBER OF EMPLOYEES DIRECTLY SUPERVISED <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> NONE (<i>Check block</i>) CIVILIAN MILITARY </div>		

WORK PLAN AUTHENTICATION

THE JOB PERFORMANCE ELEMENTS AND PERFORMANCE STANDARDS DEVELOPED IN THIS WORK PLAN ARE A RESULT OF A JOB ANALYSIS USING ALL AVAILABLE SOURCE MATERIAL INCLUDING A THOROUGH REVIEW OF THE CURRENT POSITION DESCRIPTION AND ANY ORAL OR WRITTEN INPUT FROM THE EMPLOYEE.

SUPERVISOR (<i>Rating Official</i>)	
NAME, GRADE, DUTY TITLE	SIGNATURE _____ DATE _____
REVIEWING OFFICIAL	
NAME, GRADE, DUTY TITLE	SIGNATURE _____ DATE _____
EMPLOYEE	
SIGNATURE COPY RECEIVED (<i>Signature of employee does not indicate agreement or disagreement with the work plan.</i>)	DATE _____

PART I - WORK PLAN JOB PERFORMANCE ELEMENTS

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT.
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

CRITICAL	NON-CRITICAL	RELATIVE IMPORTANCE POINTS	EVALU- ATION	
			DID NOT MEET	EXCEEDED
			MET	

PART II - WORK PLAN PERFORMANCE STANDARDS

**NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.**

PART III - PERFORMANCE SUBSTANTIATION AND OVERALL PERFORMANCE RATING

SUBSTANTIATION: Comments are required on all Job Performance Elements. Refer to Job Performance Elements by number. A narrative description of the employee's performance on those elements checked "EXCEEDED" and "DID NOT MEET" in Part I is required to substantiate such evaluations. The comment, "Employee met all requirements" is sufficient when "MET" is checked for any Job Performance Element.

THE OVERALL PERFORMANCE RATING (as described in the rating scale) IS BASED UPON THE EMPLOYEE'S PERFORMANCE IN MEETING THE REQUIREMENTS OF THE JOB PERFORMANCE ELEMENTS.

☐ SUPERIOR
 ☐ EXCELLENT
 ☐ FULLY SUCCESSFUL
 ☐ MINIMALLY ACCEPTABLE
 ☐ UNACCEPTABLE

SUPERVISOR (Rating Official) SIGNATURE

DATE

REVIEWING OFFICIAL SIGNATURE

DATE

EMPLOYEE SIGNATURE RECEIPT ACKNOWLEDGED (Signature does not indicate employee agreement or disagreement)

DATE

Characteristics of Job Performance Elements

Job Performance Element: A significant requirement of the job, derived by an analysis of the job. A job performance element may be an important duty or responsibility of the position as well as a specific task taken from the position description.

- Written as clearly as possible.
- Written concisely to save space.
- Relatively broad in scope - avoid trivial detail.
- Reflects work to be performed during the rating period.
- Reflects products or processes that show actual job performance rather than just a knowledge of how to do the job.
- Similar to tasks shown on position description.
- Tailored to individual jobs.
- May be recurring duties or one-time organizational objectives.
- May indicate non-supervisory tasks.
- May also specify managerial and supervisory responsibilities.
- May be written as line entries.
 - Written with an action verb and noun.
 - Each line entry element will be numbered 1., 2., 3.,
- May be written as a functional category with specified subelements.
 - Both the functional category and the subelements should be numbered. Functional categories will be numbered 1. TYPING: ..., 2. FILING: ..., 3. MISCELLANEOUS DUTIES: Subelements will be numbered (1), (2), (3),
 - Suggested number of functional categories in a work plan is 4 to 6.
 - Some example categories are listed below.

Accident Investigation	Financial Management	Publications Management
Aircraft Repair	General Office Duties	Quality Control
Assignments	Monitoring	Research Implementation
Analysis	Nutrition/Food Services	Reviewing
Budgeting	Office Management	Scheduling
Coordinating	Personnel Management	Security
Communicating and Reporting	Processing	Software Management
Counseling	Production Assistance	Staff Training
Direct Supervision	Production Planning	TDY Processing
Editing	Program Engineering	Team Management

Note: These categories are only suggestions. Any meaningful functional category may be used.

DIRECTIONS FOR JOB PERFORMANCE ELEMENT EXERCISE

On page 8 you will find a position description for an Editorial Clerk. On pages 9 and 10 you will find job performance element work sheets to be used in this exercise. There are additional tear-out work sheets in the back of the workbook.

Read the position description. Rewrite and/or combine tasks listed in the position description into elements. Write the elements onto an element work sheet using either the line entry method, the functional category method, or a combination of the two methods.

Decide which elements you think should be critical and which should be noncritical and mark them on your worksheet. At least one element must be critical. Assign relative importance points to each element. If you use the functional category method, assign importance points to the entire category, not to each subelement. The importance points must add up to 100 and the importance points for critical elements must add up to at least 51.

CIVILIAN PERSONNEL POSITION DESCRIPTION										1. NUMBER OF IA'S		2. POSITION NUMBER		
3. ORGANIZATION					4. POSITION TITLE Editorial Clerk									
					5. CLASSIFICATION GS-1087-4			6. CLASSIFIED BY			7. DATE			
<p>8. DUTIES AND RESPONSIBILITIES (Indicate time percentages, where required) (Questions concerning the classification of your position should be asked of your supervisor. You may see, upon request, classification standards and guides used in classifying your job. Appeal rights and procedures are explained in Federal Personnel Manual, Chapter 511, Subchapter 6 and AFR 40-512.)</p> <p>I. <u>INTRODUCTION</u>: This is the job of an editorial clerk who prepares and proofreads technical documentary reports and related documents.</p> <p>II. <u>DUTIES AND RESPONSIBILITIES</u>:</p> <p>1. <u>Editorial</u>: Receives reports in rough draft manuscript form. Sees that headings and subheadings are in proper order, that all footnotes, references, bibliographies, names and titles, and distribution lists are correct, that proper abbreviations are used. Works with supervisor to clear up the use of technical terms. Corrects mistakes in spelling. Checks for mistakes in grammar and inconsistencies in format and gives reports to supervisor for review. Uses correct security warnings to agree with regulations and makes sure that all parts of reports are properly marked for security.</p> <p>2. <u>Typing and Layout Composition</u>: Prepares final copy for offset reproduction and prepares layouts for illustrations and photographs. Works directly with the technical illustrator and determines space to be allowed for illustrations of different sizes. Prepares a corrected dummy on each report for printer's use.</p> <p>3. <u>Proofreading</u>: Using the accepted ways of proofreading, reviews final reproducible copy and checks it with author or with another editorial clerk. Reviews copy to make sure that the words are clear and to the point and that the statements agree with references. Checks copy for typing and other routine mistakes that often happen. As a proofreader, also decides proper order of illustrations, graphs, tables, references, and appendices, as well as correct page numbers. Adds to or changes the final copy to agree with any changes that may have been made since the first review.</p> <p>4. <u>Other Duties</u>: Prepares correspondence such as detailed instructions to the printer. Prepares errata sheets.</p>														
GENERAL SKILL		1ST SKILL				2D SKILL				3D SKILL				
		%	SKILL	SHRED	SUB	%	SKILL	SHRED	SUB	SKILL	SHRED	SUB		
<p>9. I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.</p>										11. POSITION SENSITIVITY			12. FLSA OVERTIME	
										NONSENSITIVE			<input type="checkbox"/> GROUP 1 <input type="checkbox"/> GROUP 2 <input type="checkbox"/> GROUP 3	
										NONCRITICAL-SENSITIVE				
										CRITICAL-SENSITIVE				
SIGNATURE AND TITLE OF IMMEDIATE SUPERVISOR					DATE		10. REAUDIT CERTIFICATION (Initials)							
							DATE							
							SUPERVISOR							
							CLASSIFIER							

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HUMAN RESOURCES LAB BROOKS AFB TX J A GUERRIERI ET AL.
NOV 84 AFHRL-TR-84-20

AD-A147 955 AIR FORCE JOB PERFORMANCE APPRAISAL SYSTEM(U) AIR FORCE 2/2
HUMAN RESOURCES LAB BROOKS AFB TX J A GUERRIERI ET AL.
NOV 84 AFHRL-TR-84-20

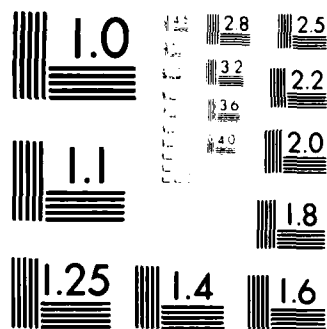
AD-A147 955 AIR FORCE JOB PERFORMANCE APPRAISAL SYSTEM(U) AIR FORCE 2/2
HUMAN RESOURCES LAB BROOKS AFB TX J A GUERRIERI ET AL.
NOV 84 AFHRL-TR-84-20

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A 10x10 grid of squares. The grid is mostly black, with a few white squares forming a pattern on the right side. The white squares are located in the following positions (row, column): (1, 9), (2, 9), (3, 9), (4, 9), (5, 9), (6, 9), (7, 9), (8, 9), (9, 9), (10, 9), (1, 10), (2, 10), (3, 10), (4, 10), (5, 10), (6, 10), (7, 10), (8, 10), (9, 10), (10, 10), (1, 11), (2, 11), (3, 11), (4, 11), (5, 11), (6, 11), (7, 11), (8, 11), (9, 11), (10, 11), (1, 12), (2, 12), (3, 12), (4, 12), (5, 12), (6, 12), (7, 12), (8, 12), (9, 12), (10, 12), (1, 13), (2, 13), (3, 13), (4, 13), (5, 13), (6, 13), (7, 13), (8, 13), (9, 13), (10, 13), (1, 14), (2, 14), (3, 14), (4, 14), (5, 14), (6, 14), (7, 14), (8, 14), (9, 14), (10, 14), (1, 15), (2, 15), (3, 15), (4, 15), (5, 15), (6, 15), (7, 15), (8, 15), (9, 15), (10, 15), (1, 16), (2, 16), (3, 16), (4, 16), (5, 16), (6, 16), (7, 16), (8, 16), (9, 16), (10, 16), (1, 17), (2, 17), (3, 17), (4, 17), (5, 17), (6, 17), (7, 17), (8, 17), (9, 17), (10, 17), (1, 18), (2, 18), (3, 18), (4, 18), (5, 18), (6, 18), (7, 18), (8, 18), (9, 18), (10, 18), (1, 19), (2, 19), (3, 19), 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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

PART I – WORK PLAN JOB PERFORMANCE ELEMENTS

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT.
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

[illegible]

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT.
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT

[illegible]

DIRECTIONS FOR WRITING JOB PERFORMANCE ELEMENTS

You now have an opportunity to write your own job performance elements or those of your employee. First, read over the position description. Take the tasks that are actually performed from the position description and write them either as line entries or as functional categories. Add to these elements any additional tasks that are performed on the job. You may use any available source to help you write the elements. Some suggested sources are classification standards, job analyses, and qualification guides.

Enter the job performance elements on the work sheets provided on pages 12 and 13 in your workbook. Additional tear-out work sheets are provided at the end of the workbook.

Next, determine the criticality of the job elements. Remember, at least one job element must be critical and at least 51% of the work plan must be critical.

Finally, assign importance points to your job performance elements. The total points of all elements in the work plan must sum to 100.

PART I - WORK PLAN JOB PERFORMANCE ELEMENTS

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

CRITICAL
NON CRITICAL
RELATIVE
IMPORTANCE
POINTS
DID NOT MEET
MET
EXCEEDED

PART I - WORK PLAN JOB PERFORMANCE ELEMENTS

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

CRITICAL	NON-CRITICAL	RELATIVE IMPORTANCE POINTS	EVALU- ATION	
			DID NOT MEET	EXCEEDED
			MET	

CHARACTERISTICS OF PERFORMANCE STANDARDS

1. **MEASURABLE** - how much, how fast, how accurate, how well a job performance element should be performed.

Timeliness - may be expressed in length of time allowed to perform an element or in terms of completion dates.

JOB PERFORMANCE ELEMENT: Performs routine clerical duties.

STANDARD: Photocopies materials, when requested, 1 1/2 to 2 hours after receipt. (Length of Time to Perform)

STANDARD: Completes time cards and submits to supervisor between 1100 and 1200 hours on due date. (Completion Time)

Quality - may be expressed in terms of accuracy, excellence, cost requirements, courtesy to the public or any other applicable measure.

JOB PERFORMANCE ELEMENT: Takes and transcribes dictation.

STANDARD: Dictated material is returned only 3% to 5% of the time for errors in content or typing. (Accuracy)

JOB PERFORMANCE ELEMENT: Serves as an advisor to military and civilian AFWL personnel on problems related to the propagation and sensing aspects of laser beam control.

STANDARD: When acting in a consulting capacity, correct answers to questions are found quickly, and 1 to 3 complaints per quarter are allowed about response time. (Excellence)

JOB PERFORMANCE ELEMENT: Performs public relations activities and acts as information officer to general public.

STANDARD: Requests for information are handled in a courteous and professional manner with 2 valid customer complaints permitted per quarter. (Excellence, Courtesy to the Public)

Quantity - may be expressed in terms of amount of work produced or by how many times something is performed.

JOB PERFORMANCE ELEMENT: Trains valve engineering monitors in principles of valve engineering.

STANDARD: Conducts 2 of 4 possible training classes per year in principles of VE. (How Many Times the Class is Given)

Pre-established Standards - follows prescribed directives (OI, AFR, etc.) and may be timely, qualitative, quantitative, or any combination of these characteristics.

JOB PERFORMANCE ELEMENT: Selects and mixes chemicals for target pests.

STANDARD: Prepares chemicals according to pesticide label instructions and/or AFR 19-1. (If a standard like this one is used, then a second standard should be written that can be exceeded.)

2. **OBSERVABLE** - there should be a way of actually seeing if the standard is met. For example, "reads four new technical articles each month" is not an observable standard. The supervisor cannot directly observe the employee reading all four articles. However, "submits summaries of four technical articles each month" is an observable standard.
3. **ATTAINABLE** - it must be possible and practical to meet the requirements of the standard. For example, "writes and publishes two articles a year in a professional journal" is both measurable and observable, but it is not realistic to expect an employee to achieve this standard. A more realistic standard is "writes technical report and submits report 5 to 6 weeks after completion of project."
4. **REASONABLE** - Provide a reasonable performance target for the employee. A standard which is too easy, or too hard, or represents a range of performance that is too restricted does not give the employee a reasonable target to aim for. Identify the level below which performance will be unacceptable. Then identify the level above which performance is exceptional. This may result in a single value or a range of values which define the performance expected of a "fully successful employee." Do not develop an overly restricted performance range. For example, "submits report 48 hours after notification" means that 47 hours exceeds and 49 hours does not meet the standard. The range of values for successful performance is too short. Probably no one will simply meet the standard. "Submits report 40 to 48 hours after notification" may be a more reasonable standard. If the element is performed within the range specified by the standard, the employee met the requirements. The employee may exceed or may not meet the requirements by performing above or below the specified range.

EXAMPLE: Weekly reports are due between 1300 and 1400 hours the last working day of each week. (In this instance performing below the range would mean exceeding the standard and

performing above the range would mean not meeting the standard.)

EXAMPLE: Cards are punched at a rate of 50-60 per hour. (In this example performing below the range would mean not meeting the standard and performing above the range would mean exceeding the standard.)

5. REMEMBER: When you are writing standards, ask yourself these questions:

- Does the job performance element require only one standard or will several standards be necessary to cover all the aspects of the element?
- Which performance characteristics - timeliness, quality, quantity - can be used to specify standards?
- Can the standards be observed by the supervisor?
- Can the employee achieve this level of performance in view of all the components of the job?
- Does the standard provide the employee a reasonable target for meeting the performance requirements of job?
- Are the standards numbered to agree with the corresponding elements?

Standard Exercise #1
RECOGNIZING AND WRITING GOOD STANDARDS

Sentences that may or may not be examples of standards are given below. Put a check by those sentences which are acceptable standards. Change the other sentences into standards that are measurable, observable, attainable, and reasonable.

- _____ 1. A completed safety record is turned in to the safety supervisor's office between 1000 and 1200 hours on the first working day of each week.

- _____ 2. Good judgment is used in making decisions about customers' orders 75% of the time.

- _____ 3. Repairs tires.

- _____ 4. Daily cash register total and cash in drawer correspond within \$.75 and \$1.00.

- _____ 5. Scheduled security training is attended and successfully completed.

Standard Exercise #2
WRITING PERFORMANCE STANDARDS FOR THE WORK PLAN

Now you will write performance standards for the elements that were written for the position description on page 8. On page 19 there is a story that tells you what work is done on this job. Use either the line entry elements listed on page 27 or the functional category subelements listed on page 28. Write standards for the elements using the background information given on page 19 as a guide. Work sheets are on pages 20 and 21 of the workbook. Remember to write performance standards at the satisfactory level and to write at least one standard for each line entry or each subelement in a functional category element.

ANNE BROWN - EDITORIAL CLERK

Background Information

Anne Brown is an editorial clerk for the Air Force. She is responsible for editing and typing manuscripts and layouts, proofreading, and other duties. She reviews rough draft manuscripts as they are received in the office and checks them for mistakes in spelling and grammar. Her supervisor, Mr. Garcia, feels that once Anne has reviewed the manuscripts, they should only have to be returned to her once for corrections. It is acceptable to have 2 to 3 mistakes in editing for every 10 pages of text.

Proofreading is an important part of her job. She makes sure that the final copy of each manuscript is finished on time to meet deadlines in her section. In order to keep everything on time, she proofreads four pages an hour when doing this task. She must also check manuscripts with the author as well as other clerks. It is important that she keeps a good working attitude while dealing with co-workers.

Another step toward finishing the final copy is working with the illustrator on the layout. She must arrange meetings early enough to make sure that layouts are ready on her deadline. When the printer asks for the final camera-ready manuscript, it should be forwarded the third day after request. These camera-ready copies must show correct security warnings and markings. Only one security error a quarter can be allowed. Although the final copy should be without mistakes, one mistake in layout or page numbering is allowable.

Anne also does other duties. When an errata sheet is needed, it is due 3 weeks after request. She should coordinate with Mr. Garcia on each manuscript. Her communications with Mr. Garcia, the illustrator, and the printer should be made in a clear and briefly stated way with few changes.

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

DIRECTIONS FOR RATING EXERCISE

On the next few pages you will find copies of job performance elements, performance standards, and a performance rating sheet for Anne Brown, Editorial Clerk. The elements have been marked critical and noncritical, importance points have been added to the element sheet, and substantiations for evaluations have been written on the rating sheet.

You are to read the substantiations for Anne's performance and compare them against the standards that were established in her work plan. Next, decide if the substantiations show that she met, exceeded, or did not meet the requirements for each element. Then mark the correct evaluation column on the performance element sheet, page 23. Remember, you should have only one evaluation for each job performance element. If an element has subelements, think about the standards for each subelement and then make one overall evaluation for the job performance element.

When all the elements have been evaluated (for this work plan you will have four evaluations), give her an overall performance rating. If you want to see the scale again, look back to page 2. Finally, mark her overall rating on the performance rating sheet, page 25.

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT.
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

PAGE 2 OF 4 PAGES

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

1. (1) Reviewed manuscripts are returned for corrections only one time. (2) Two to three errors in spelling and grammar are allowable for every 10 pages of text. Style manual is reviewed and initialed every 6 months. (3) One incorrect security warning or marking is permitted per quarter.
2. Camera-ready manuscripts are sent to printer 2 to 3 days after request.
3. (1) Four pages of material are proofread per hour. One valid complaint is permitted per quarter per every 2 manuscripts. (2) Final copy is finished to meet deadlines established within the organization and 1 format or page numbering mistake is allowed per manuscript.
4. (1) Meetings with technical illustrator are held and recorded in a timely way so that deadlines for the final copy are met. (2) One supervisor meeting is held on each manuscript to talk about technical words, mistakes, and inconsistencies. (3) Instructions to the printer are clear and to the point and need only one major change. (4) Final copy of errata sheets is finished 2-1/2 to 3 weeks after request.

PART III - PERFORMANCE SUBSTANTIATION AND OVERALL PERFORMANCE RATING

SUBSTANTIATION - Comments are required on all Job Performance Elements. Refer to Job Performance Elements by number. A narrative description of employee performance on those elements checked "EXCEEDED" and "DID NOT MEET" in Part I is required to substantiate such evaluations. The statement "Employee met all requirements" is sufficient when "MET" is checked for any Job Performance Element.

- (1) 90% of manuscripts were accepted with no changes; 10% were returned. (2) Employee met this requirement. (3) All security warnings and markings were prepared correctly.
- (4) Employee met all requirements.
- (5) At least 6 pages of work are proofread per hour. Supervisor received no complaints about working with others. (2) All final copies were finished by 11:00 AM and 85% were finished early with no errors.
- (6) Employee met all requirements.

OVERALL PERFORMANCE RATING (as described in the rating scale) IS BASED UPON THE EMPLOYEE'S PERFORMANCE IN MEETING THE REQUIREMENTS OF THE JOB PERFORMANCE ELEMENTS.

EMPLOYEE'S RATING: ☒ EXCELLENT ☒ FULLY SUCCESSFUL ☐ MINIMALLY ACCEPTABLE ☐ UNACCEPTABLE

EMPLOYEE'S SIGNATURE

DATE

EMPLOYEE'S SIGNATURE

DATE

EMPLOYEE'S SIGNATURE (Employee Acknowledged (signature does not indicate employee agreement or disagreement))

DATE

APPENDIX A

Exercise Feedback

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT
 IN A CRITICAL OR NON CRITICAL BOX FOR EACH ELEMENT.
 ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT
 FEEDBACK

	CRITICAL	NON-CRITICAL	RELATIVE IMPORTANCE POINTS	EVALUATION	
				DID NOT MEET	EXCEEDED
	X		20		
	X		10		
	X		5		
	X		20		
		X	10		
	X		8		
	X		10		
		X	7		
		X	5		
		X	5		

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

Editorial Clerk - Functional Category

1. EDITING: (1) Reviews rough draft manuscripts. (2) Checks for correct spelling and grammar. (3) Makes sure that proper security warnings and markings are on reports.

*2. Types final copy and layouts for offset reproduction.

3. PROOFREADING: (1) Proofreads copy and works with author or another clerk for consistency in format and checks for typing and other mistakes. (2) Decides proper format and page numbers in final copy and makes changes as needed.

4. COMMUNICATION: (1) Works with technical illustrator to determine spacing of illustrations and photographs. (2) Talks with supervisor about technical words, copy mistakes, and inconsistencies. (3) Prepares correspondence including detailed instructions to the printer. (4) Prepares errata sheets.

*It is acceptable to mix line entry elements with functional category elements.

FEEDBACK
STANDARDS FOR EXERCISE #1

RECOGNIZING AND WRITING GOOD STANDARDS

- X 1. A completed safety record is turned in to the safety supervisor's office between 1000 and 1200 hours on the first working day of each week.

MEASURABLE? - Yes. There is a deadline specified of between 1000 and 1200 hours the first working day of each week.

OBSERVABLE? - Yes. It would be simple to check to see if the completed report had been turned in on time and if the standard was met, exceeded, or not met.

ATTAINABLE? - Yes. It is not unreasonable to expect a weekly safety report within a 2-hour satisfactory performance range.

2. Good judgment is used in making decisions about customers' orders 75% of the time.

MEASURABLE? - No. There is no yardstick by which to measure the good judgment.

OBSERVABLE? - Maybe, if the supervisor is around to see every judgment that the employee makes to determine what makes up 75% of the judgments.

ATTAINABLE? - Yes. It is reasonable to expect an employee to use good judgment in making most of his/her decisions.

BETTER STANDARD: One delayed customer's order per month is permitted because of poor judgement in scheduling.

3. Repairs tires.

MEASURABLE? - No. This is an element rather than a standard.

OBSERVABLE? - Yes.

ATTAINABLE? - Yes.

BETTER STANDARD: Repairs 20-25 tires daily.

- X 4. Daily cash register total and cash in drawer correspond within \$.75 to \$1.00.

MEASURABLE? - Yes. A length of time (daily) is specified as well as an accuracy standard of \$.75 to \$1.00.

OBSERVABLE? - Yes.

ATTAINABLE? - Yes.

- X 5. Scheduled Security Training is attended and successfully completed.

MEASURABLE? - Yes. Number of training sessions and grades can be measured.

OBSERVABLE? - Yes.

ATTAINABLE? - Yes, but may not be a reasonable performance target.

WARNING: While this is an attainable standard, it cannot be exceeded. If a standard like this one is used, there should be another standard to go along with it that can be exceeded. The standard could be rewritten if a range of grades were given for the training. An exceedable standard would be: "Scheduled security training is attended and the minimum passing grade received." Now those who attend scheduled training and receiving high grades will exceed the standard.

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

FEEDBACK

Editorial Clerk - Line Entry

1. Reviewed manuscripts are returned for corrections only one time.
2. Two to three errors in spelling and grammar are allowable for every 10 pages of text. Style manual is reviewed and initialed every 6 month.
3. One incorrect security warning or marking is permitted per quarter.
4. Camera-ready manuscripts are sent to printer 2 to 3 days after request.
5. Meetings with technical illustrator are held and recorded in a timely way so that deadlines for the final copy are met.
6. Four pages of material are proofread per hour. One valid complaint is permitted per quarter per every 2 manuscripts.
7. Final copy is finished to meet deadlines established within the organization and 1 format or page numbering mistake is allowed per manuscript.
8. One supervisor meeting is held on each manuscript to talk about technical words, copy mistakes, and inconsistencies.
9. Instructions to the printer are clear and to the point and need only 1 major change.
10. Final copy of errata sheets is finished 2-1/2 to 3 weeks after request.

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I

FEEDBACK

Editorial Clerk - Functional Category

Reviewed manuscripts are returned for corrections only one time. (2) Two to three errors in spelling and grammar are allowable for every 10 pages of text. Style manual is reviewed and initialed every 6 months. (3) One incorrect security warning marking is permitted per quarter.

Editorial manuscripts are sent to printer 2 to 3 days after request.

Four pages of material are proofread per hour. One valid complaint is permitted per quarter per every 2 manuscripts. (2) Final copy is finished to meet deadlines established within the organization and one format or page numbering mistake is allowed per manuscript.

Meetings with technical illustrator are held and recorded in a timely way so that deadline for the final copy are met. (2) One supervisor meeting is held on each manuscript to talk about technical words, mistakes, and inconsistencies.

Instructions to the printer are clear and to the point and need only 1 major change. (4) Final copy of errata sheets is finished 2-1/2 to 3 weeks after request.

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

FEEDBACK

Standards For Group Exercise

1. (1) Consultation with supervisor to determine appropriate chemicals is permitted 4 to 6 times per year. Spot checks by the supervisor indicate inappropriate chemicals selected only 3 to 5 times per year. (2) Must be able to correctly quote label application instructions, including allowable wind speeds, when approached in the field with only 3 to 4 errors per year. Must ensure area is clear of personnel and/or pets before applying chemicals at all times.
2. (1) Always uses required safety equipment when mixing, handling, or spraying insecticides. (2) Two unexcused absences per quarter from the weekly safety briefing are allowed.
3. May receive only 4 to 6 customer complaints per year for being discourteous.

FEEDBACK FOR RATING EXERCISE

On page 36 you will find an element sheet with the correct evaluations marked. On page 37 you will find a performance rating sheet with the correct overall performance rating marked. On this page there is also an explanation of how the evaluations and rating were made.

PART I - WORK PLAN JOB PERFORMANCE ELEMENTS

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT.
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

	CRITICAL	NON-CRITICAL	RELATIVE IMPORTANCE POINTS	EXCEEDED
				YES NO
				YES NO
1. EDITING: (1) Reviews rough draft manuscripts. (2) Checks for correct spelling and grammar. (3) Makes sure that proper security warnings and markings are on reports.	X		35	
*2. Types final copy and layouts for offset reproduction.	X		20	
3. PROOFREADING: (1) Proofreads copy and works with author or another clerk for consistency in format and for typing and other mistakes. (2) Decides proper format and page numbers in final copy and makes changes as needed.	X		18	X
4. COMMUNICATION: (1) Works with technical illustrator to determine spacing of illustrations and photographs. (2) Works with supervisor about technical words, copy mistakes, and inconsistencies. (3) Prepares correspondence including detailed instructions to the printer. (4) Prepares errata sheets.	X		27	X
*It is acceptable to mix line entry elements with functional category elements.				

PART III - PERFORMANCE SUBSTANTIATION AND OVERALL PERFORMANCE RATING

SUBSTANTIATION: Comments are required on all Job Performance Elements. Refer to Job Performance Elements by number. A narrative description of the employee's performance on those elements checked "EXCEEDED" and "DID NOT MEET" in Part I is required to substantiate such evaluations. The comment, "Employee met all requirements" is sufficient when "MET" is checked for any Job Performance Element.

1. (1) Ninety percent of manuscripts were accepted with no changes; 10% were returned once. (2) Employee met this requirement. (3) All security warnings and markings were prepared correctly.
2. Employee met all requirements.
3. (1) At least 6 pages of work were proofread per hour. Supervisor received no complaints about working with others. (2) All final copies were finished by deadlines and 85% were finished early with no errors.
4. Employee met all requirements.

FEEDBACK:

1. Anne exceeded the first and third standards for this element. She was allowed one change per manuscript, but ninety percent required no change and the other 10% required only one change. She was also allowed one security mistake per quarter, but none occurred. She met the second standard by having no more than an average of 2 mistakes for every ten pages. Since she exceeded two standards and met the other one, we can reasonably give her an evaluation of EXCEEDED for the first job performance element.
2. Anne met her second requirement by always having her camera-ready manuscripts sent to the printer 2 to 3 days after request. There is only one standard and she met it, so we must give this element an evaluation of MET.
3. All three of these standards were exceeded. She had to read a minimum of 4 pages per hour and she read 6. One valid complaint to supervisor was allowed, but none occurred. Eighty-five percent of final copies was finished early with no errors and the rest of the copies were finished on time with no errors. We must give her an evaluation of EXCEEDED on the third element.
4. The first three standards for this element were all met. The fourth standard she did not meet because it took her longer than 3 weeks to prepare one of the errata sheets. However, she met the first three standards, so we are justified in giving her an evaluation of MET on the element.

Turn to page 2 to review the overall performance rating definitions. Since all of the requirements for the job performance elements were at least met and the requirements for elements adding up to 52 relative importance points were exceeded, (which is more than the minimum of 50 for an excellent rating), we must give Anne Brown an overall performance rating of EXCELLENT.

THE OVERALL PERFORMANCE RATING (as described in the rating scale) IS BASED UPON THE EMPLOYEE'S PERFORMANCE IN MEETING THE REQUIREMENTS OF THE JOB PERFORMANCE ELEMENTS.

<input type="checkbox"/> SUPERIOR <input checked="" type="checkbox"/> EXCELLENT <input type="checkbox"/> FULLY SUCCESSFUL <input type="checkbox"/> MINIMALLY ACCEPTABLE <input type="checkbox"/> UNACCEPTABLE	
SUPERVISOR (Rating Official) SIGNATURE	DATE
REVIEWING OFFICIAL SIGNATURE	DATE
EMPLOYEE SIGNATURE - RECEIPT ACKNOWLEDGED (Signature does not indicate employee agreement or disagreement)	DATE

APPENDIX B

Additional Information

CSRA AND THE JPAS

1. The Civil Service Reform Act of 1978 (Public Law 95-454)

A. The law requires each performance appraisal system to provide for:

- periodic appraisals of job performance of employees;
- establishing performance standards for the accurate evaluation of job performance on the basis of objective criteria;
- encouraging employee participation in establishing performance standards;
- communicating to each employee the performance standards and critical elements of the employees position at the beginning of the appraisal period;
- evaluating each employee during the appraisal period based on the standards; and
- using the results of performance appraisals as a basis for training, rewarding, reassigning, promoting, reducing in grade, retaining, and removing employees.

B. The appraisal system will be implemented by October 1981. Other features of the CSRA already in force or which will become effective include:

- establishment of a Senior Executive Service (Title IV);
- a probationary period for first-time supervisors and managers (Section 3321);
- new procedures for adverse actions and appeals (Sections 4303, 7501-3, 7511-13, and 7701-3);
- changes in veteran preference and benefits (Section 3112);
- changes in Federal labor relations (Section 7101-35);
- Special Counsel protection for whistleblowers (Section 1206);
- a merit pay system for management officials and supervisors in grades GS-13 through GS-15 (Section 5401-3); and
- establishment of a cash award program which will provide cash awards for superior accomplishment and special service.

C. Air Force Regulation 40-452, Performance Appraisal Program, 1 October 1980, was published to implement the requirements established by the CSRA. The regulation defines responsibilities, establishes policy, and states procedures to be followed.

II. The Job Performance Appraisal System (JPAS, Pronounced "Jay-Pass")

A. There are six key aspects of the JPAS:

- The supervisor is encouraged to work with the employee to develop a work plan which defines the work and identifies specific job performance standards expected of the employee during the appraisal period.
- A higher level official reviews the work plan

- Periodic performance reviews are required during the appraisal period to analyze progress and/or make necessary changes to the work plan.
- The supervisor evaluates the employee's performance at the end of the appraisal period and rates the employee.
- A higher level official reviews and approves the performance appraisal.¹
- The ratings will not be used in the promotion system except that employees must receive at least a "fully successful" rating to be eligible for promotion.

B. The specific tasks that are required for writing the work plan include:

- perform a job analysis of the employee's position;
- identify the job performance elements that are to be evaluated during the appraisal period;
- write a performance standard for each of the job performance elements;
- identify the critical and noncritical job performance elements;
- assign relative importance points to job performance elements;
- make sure that the sum of relative importance points assigned to critical job performance elements totals at least 51; and
- ensure that the sum of relative importance points totals 100.

C. The role of the Reviewing Official is to:¹

- review and approve the work plan submitted by the supervisor and make sure the plan is reasonable and consistent;
- reconcile differences when the supervisor and employee fail to agree on parts of the work plan;
- act as the final approving authority on the work plan; and
- approve or change the performance appraisal after the supervisor has evaluated and rated the employee to ensure fairness and impartiality.

D. Supervisor and Employee Communication

The JPAS is designed to encourage communication between an employee and his or her supervisor when the employee's work plan is being developed, during performance reviews, and at the end of the appraisal period. Some ways to improve effective communication are listed below:

- Give each other full attention; avoid disruptions or distractions during the meeting; maintain eye contact.

¹If the supervisor of the employee is the highest level in the Chain of Command at the installation, normally he or she will also serve as the reviewing official.

listen to each other; encourage expression of views; make sure each understands the other person's point of view.

Answer questions fully to ensure understanding.

Keep to the subject and do not be sidetracked into other topics of discussion unrelated to preparation of the work plan.

E. Some Positive Features of the JPAS

The system provides employees:

- protection against unreasonable job demands;
- protection against harmful, and subjective evaluations;
- a way of knowing exactly what has to be done to improve performance;
- an opportunity to remove misunderstandings with supervisors which might be handicapping work efforts;
- an opportunity to receive recognition and rewards for quality work;
- an opportunity to make sure the supervisor is aware of any extra contributions or efforts made while performing the job;
- a method of defining one's own job; and
- an opportunity to communicate with the supervisor.

The system provides the supervisor with a powerful tool for achieving objectives by providing:

- an incentive to encourage conscientious and diligent work efforts;
- a good way of relating to employees what work efforts are required;
- a source of job information for making management decisions; and
- an opportunity to communicate with the employee about job content.

F. Documentation/Records

Keeping accurate records should be given careful attention. Several reasons why documentation is important are provided below:

First, Section 4403 of the CSRA requires written substantiation when an agency reduces in grade or removes an employee for unacceptable performance. The employee is entitled to a 30-day written notice of demotion or removal from the position. The notice should identify specific instances of **UNACCEPTABLE** performance. The employee is also entitled to a written decision in the case of a demotion or removal and concurrence by an official in a higher position than the one who proposed the action, unless proposed by the head of the agency.

Second, the FPM requires written documents prior to personnel action being taken.

- Third, the JPAS requires written comment on each job performance element, referring to specific elements by number. If all requirements are met, the comment "Employee met all requirements" is sufficient.

- Fourth, memory is not reliable enough to serve as a basis for a fair and objective evaluation system, especially over a period of a year.

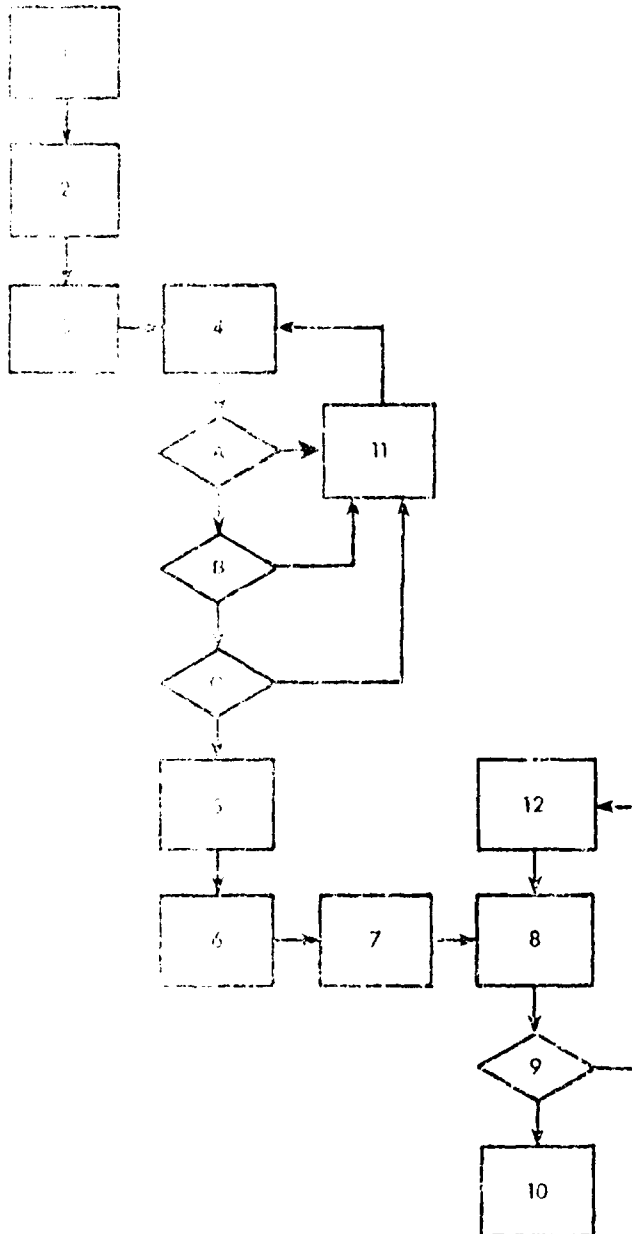
If adverse action is not taken because an employee's performance improves, and MINIMALLY ACCEPTABLE performance is maintained for one year from the date of proposed action, all records of UNACCEPTABLE performance must be removed from the employee's official records. This gives the employee a clean slate without adverse effects on his or her future career because of a short-term slip in performance.

Documentation should be kept on all employees. The records need not be extensive, but accuracy is essential since many personnel actions are a result of the performance appraisal. Any documentations used to support an overall performance rating must be attached to the Job Performance Appraisal form. If an employee's performance merits consideration for a quality step increase or a sustained superior performance award, the properly documented work plan provides all the necessary information for the formal award submission.

- G. For various reasons during the appraisal period, it may become necessary to change the work plan. This change may mean adding a new element or deleting one that was not performed. If this happens, the relative importance points must be redistributed because the total importance points must always equal 100. If an element is deleted, the points that were assigned to it must be redistributed over the remaining elements. If an element is added, some points must be taken from existing elements and assigned to the new one.

JOB PERFORMANCE APPRAISAL SYSTEM (JPAS)

Flow Chart



1. Supervisor informs employee of Job Performance Appraisal System.
2. Work Plan Meeting:
 - Identify Job Performance Elements
 - Determine Critical Elements
 - Assign Relative Importance Points
 - Set Performance Standards
3. Supervisor signs and sends Work Plan to reviewer.
4. Reviewer checks Work Plan.
 - A. Indicative of Job?
 - B. Meets Organizational requirements?
 - C. Written in proper format?
5. Reviewer signs and returns Work Plan to supervisor for employee's signature.
6. Employee and supervisor retain a copy of the work plan.
7. Periodic Performance Reviews.
8. Supervisor completes and signs appraisal and forwards it to reviewer at end of appraisal.
9. Reviewer checks and signs appraisal.
10. Appraisal returned to supervisor to obtain employee's signature.
11. Returned to supervisor for reaccomplishment.
12. Returned to supervisor for reaccomplishment.

THE JPAS MEETINGS

THE WORK PLAN MEETING

- o Held at the beginning of each appraisal period
- o Topics of discussion:
 - Job Performance Elements
 - Critical Elements
 - Performance Standards
 - Relative Importance Points
- o Outcome of meeting - completed and signed Work Plan
- o Employee receives a copy of the Work Plan

THE PERIODIC PERFORMANCE REVIEW MEETING

- o Held at supervisor's direction
- o Topics of discussion:
 - Work Plan changes or revision
 - Employee's job performance
 - Follow-on actions required
- o Outcome of meeting - Employee aware of where his/her performance is in relationship to standards
 - Specific actions may be taken to help improve poor performance
- o Overall performance is not rated
- o Document changes to Work Plan as required by AFR 40-452
- o Employee receives copy of changes

THE APPRAISAL MEETING

- o Held at the end of each appraisal period
 - o Topics of discussion:
 - Performance Accomplishments
 - Overall Rating
 - Work Plan for next appraisal period
 - o Outcome of meeting - Signed Performance Substantiation and Overall Rating
 - o Employee receives a copy of the completed form
-

DEFINITIONS

1. Appraisal Form 1287 - Job Performance Appraisal: The document used to record an employee's work plan, evaluation, and overall performance rating.
2. Anniversary Date: The recurrence in each year of the date of the last within grade increase or promotion.
3. Appraisal: A systematic comparison of an employee's performance of duties and responsibilities with performance standards.
4. Appraisal Period: The period of time on which a performance appraisal is based. Typically, appraisals are completed 60 days prior to the anniversary date of the last within-grade increase. For Federal Wage System employees, a rating is due 2 weeks prior to the completion of their first 26 weeks of employment. Thereafter, the rating cycle is the same as the General Schedule rating cycle.
5. Appraisal System: A performance evaluation procedure established by an agency under Subchapter 1 of Chapter 43 of title 5, United States Code.
6. Continuation Sheet: A blank sheet of paper which may be used when, and if, job performance elements and performance standards change over time for a variety of reasons. The continuation sheet is attached to and becomes a part of the official form.
7. Critical Job Performance Element: A critical job performance element is an element of an employee's job that is of sufficient importance that performance below the minimum performance standard established by management requires remedial action and denial of a within-grade increase, and may be the basis for removing, reassigning, or demoting the employee. Such action may be taken without regard to performance on other job performance elements.
8. Employee: The individual for whom the work plan and performance appraisal is prepared; may also be referred to as the job incumbent.
9. Functional Category: A job performance element consisting of two or more subelements which have been clustered together due to similarity of work tasks. Each clustering of subelements should be given a subject heading. Some suggested functional categories are administration, communication, directing, maintaining, repairing, evaluating, planning, supplying, etc.
10. Job Performance Element: A significant duty or task, derived by analysis of the job. A job performance element may be an important duty or responsibility of the position, or it may be a specific project or task consistent with or directly drawn from the duties and responsibilities in the position description.
11. Line Entry: A one-or two-line job performance element.

12. Non-Critical Job Performance Element: A job performance element which has not been designated as critical, but which is nevertheless an important part of the position and is considered in determining the overall level of performance. Performance below the minimum standard established by management requires counseling and denial of within-grade increases.
13. Overall Performance Rating: An overall index of job performance appraised by considering actual performance measured against expected performance as specified by performance standards for each job performance element in an employee's work plan.
14. Overall Performance Rating Scale: A scale with five levels from SUPERIOR performance to UNACCEPTABLE performance used to rate the overall performance of the employee.
15. Performance: An employee's accomplishment of assigned duties and responsibilities.
16. Performance Ratings:
 - a. SUPERIOR - An overall rating of Superior will be assigned when an employee exceeds the performance requirements of all of the job performance elements of the work plan.
 - b. EXCELLENT - An overall rating of Excellent will be assigned when an employee meets or exceeds the performance requirements of all of the job performance elements of the work plan and exceeds the performance requirements of the job performance elements which represent at least 50% of the weight in importance of the work plan.
 - c. FULLY SUCCESSFUL - An overall rating of Fully Successful will be assigned when an employee meets the performance requirements of all of the job performance elements of the work plan.
 - d. MINIMALLY ACCEPTABLE - An overall rating of Minimally Acceptable will be assigned when an employee meets the performance requirements of all critical job performance elements of the work plan, but does not meet the performance requirements of one or more non-critical job performance elements of the work plan.
 - e. UNACCEPTABLE - An overall rating of Unacceptable will be assigned when an employee does not meet the performance requirements of one or more critical job performance elements of the work plan.
17. Performance Appraisal System: A system which provides for establishment of performance standards; identification of critical and non-critical job performance elements; communication of performance standards and job performance elements to employees; and evaluation of employee performance against the requirements of the job performance elements.

18. Performance Standard: A description of the minimum level or range of accomplishment necessary for satisfactory performance. Performance standards are expressed in terms of qualitative or quantitative objectives, specific actions, project assignments, or other requirements related to job performance elements. There may be more than one standard for a single performance element.
19. Periodic Performance Reviews: Required meetings during the appraisal period to review currency of job performance elements, to discuss work performance, and to take action if improvement is needed.
20. Position Description: A description of the duties and responsibilities assigned to the position. Position descriptions are written to ensure that major duties and responsibilities of the agency/organization have been assigned (AF Form 1378).
21. Rating Official: The supervisor who evaluates the performance of an employee and who assigns the rating. This is the employee's immediate supervisor.
22. Relative Importance Points: Relative importance points are assigned to job performance elements, but are not assigned individually to performance standards. The relative importance points are to be considered an index of the relative importance of individual job performance elements. These points must sum to 100 and the points given to the elements designated as critical must be at least 51.
23. Reviewing Official: The supervisor in the chain of command at the next higher level to the rating official. This is the rating official's supervisor of record. If the immediate supervisor is the highest level in the chain of command at the installation, he or she will also serve as the reviewing official. The reviewing official is sometimes referred to as a reviewer.
24. Satisfactory Performance: A level of job performance which is neither higher nor lower than would be expected from a majority of personnel in a similar position. The employee typically performs at a satisfactory level, and mission requirements are achieved. Satisfactory performance is a level at which job standards are written and a level of performance which results in an overall rating of Fully Successful.
25. Supervisor (5 USC 7103 (a) (10)): An individual employed by an agency having authority in the interest of the agency to hire, direct, assign, promote, reward, transfer, furlough, layoff, recall, suspend, discipline, or remove employees, to adjust their grievances, or to effectively recommend such action if the exercise of the authority is not merely routine or clerical in nature but requires the consistent exercise of independent judgment. With respect to any unit, which includes firefighters or nurses, the term "supervisor" includes only those individuals who devote a preponderance of their employment time to exercising such authority.

26. Supervisor (SCEG)²: Incumbents in these positions perform a wide range of duties with respect to three or more "non-support" employees and are responsible to agency management for the quantity and quality of the work done and for assuring efficient and economical work operations. Functions include responsibility for planning, organizing, and reviewing work, administering personnel matters, and dealing with employee-management concerns. Typical supervisory duties include: evaluation of employee performance, recommending selections and promotions, scheduling work operations, etc.
27. Within-Grade Pay Increase: A periodic monetary raise in the same grade awarded to an employee whose performance is rated as FULLY SUCCESSFUL or better.
28. Work Plan: The written job performance elements and performance standards developed for the employee at the beginning of the appraisal period and documented on AF Form 1282, Job Performance Appraisal.

² Two definitions of a supervisor are provided. The first definition appears in the CSRA. The second definition appears in the Supervisory Grade Evaluation Guide (SCEG) published by the Office of Personnel Management. Air Force supervisors must meet the criteria in both definitions.

Check List #1

HOW TO WRITE JOB PERFORMANCE ELEMENTS

- _____ 1. Read carefully a copy of the Position Description.
- _____ 2. Gather other information that relates to the job.
- _____ 3. Using all of the job related information, write down the major duties and responsibilities that are done on the job. Some of these tasks may not be in the Position Description or other related information.
- _____ 4. Look closely at all of the tasks. If they are trivial or fairly unimportant, throw them out. Combine the tasks that are very much alike and write them as one task.
- _____ 5. Make sure the job performance elements are tasks that will actually be done during the rating period.
- _____ 6. Decide whether the elements are to be written on the work plan as line entries or functional categories, or a combination of the two. Then write the elements on page 2 of AF Form 1282.
- _____ 7. If functional categories are used, make sure there is a heading for each category (REVIEWING, PERSONNEL, REPAIRING). Also make sure that each category has at least 2 subelements.
- _____ 8. If line entries are used, the element should have an action verb and a noun to describe the task. This form is also best for writing subelements for functional categories in most cases.
- _____ 9. Number the elements in order, 1. ..., 2. ..., 3. If functional categories are used, each subelement should be numbered in order, 1. (1) ..., (2) ..., (3)
- _____ 10. On page 2 of AF Form 1282 mark each element (not each subelement) either critical or noncritical.
- _____ 11. Assign relative important points to each element (not each subelement) and write these points on the form. The points for all elements on your Work Plan must add up to 100 and the points for critical elements must add up to 51 or more points.

NOTE: The entire functional category with all of its subelements makes up one job performance element.

Check List #2

HOW TO WRITE PERFORMANCE STANDARDS

- _____ 1. Read over the job performance elements on page 2 of the AF Form 1282 and think about how an employee must perform them over the next year to be satisfactory. Statements of the level at which the elements will be performed are the standards.
- _____ 2. Decide how many standards are necessary to describe how each element will be performed. Write at least one standard for each line entry element and at least one standard for each subelement in a functional category. Write as many standards as are needed for each element or subelement.
- _____ 3. Make sure that the standards can be measured and observed by the supervisor and that the employee can reasonably work at the level indicated by the standard.
- _____ 4. Choose at least one measurable concept to write each standard: Quality - how well will the element be performed; Timeliness - how long will it take to perform the element or by what date will it be finished; Quantity - how often will the task be performed or how many things will be produced.
- _____ 5. Make sure that at least one standard for each element can be exceeded. If the standards for an element can't be exceeded, the employee is not given an incentive to increase performance and cannot receive a SUPERIOR rating. If the standards for elements which represent 50 or more relative importance points of the total work plan cannot be exceeded, the highest rating the employee can receive is Fully Successful.
- _____ 6. Develop each standard by finding the point below which performance is unacceptable. Then, find the point above which performance is exceptional. The resulting quality, quantity, or timeliness values or ranges describe the performance of a successful employee and outline a target to aim for.
- _____ 7. Write each standard on page 3 of AF Form 1282 and number them in order to agree with the number of the element or subelement it is written for. If there is only one standard for a line entry element, the numbering is 1. ..., 2. ..., 3. ..., and for a functional category the numbering is 1. (1) ..., (2) ..., (3)

Verb List

The following is a list of some action verbs which may be used in writing job performance elements. It is not a complete list of all verbs, but it is extensive enough to give you a good idea which verbs are considered action verbs for the purpose of the Job Performance Appraisal System.

accepts	considers	fits	paves	ships
accomplishes	contacts	formulates	plans	shuts
accumulates	contracts	forwards	plots	signs
acknowledges	coordinates	functions	presents	slices
acquires	corrects	gears	processes	stores
activates	cuts	grafts	promotes	strips
adapts	deals	grants	proofs	submits
addresses	deducts	greet	proposes	subpoenas
adjudicates	defends	grinds	protects	substitutes
administers	defines	groups	proves	suggests
admits	delegates	guards	provides	supports
advises	deploys	guides	publicizes	sustains
aids	describes	handles	qualifies	tags
alters	designates	hauls	quantifies	takes
amends	designs	heads	quarantines	tastes
amortizes	destroys	helps	questions	teaches
analyzes	details	holds	rakes	tears
announces	detects	imparts	rations	tenders
answers	determines	implants	reads	testifies
appoints	deters	improves	receives	tests
appraises	develops	includes	recommends	times
arranges	directs	initiates	reconciles	totals
assembles	disapproves	insists	records	tours
assesses	disarms	interprets	recruits	trains
assigns	disburses	makes	refers	transports
assists	discusses	manages	refinishes	travels
attends	dismantles	mixes	registers	uncovers
audits	dispenses	monitors	relays	unifies
authorizes	disperses	mops	releases	upgrades
binds	distributes	motivates	relegates	utilizes
buys	documents	nails	requests	varies
calls	downgrades	names	researches	verifies
cancels	draws	narrows	responds	voids
carries	engages	notes	retains	watches
cashes	escorts	notifies	returns	works
checks	establishes	nurses	reviews	writes
classifies	examines	obtains	revises	
cleans	extends	opens	rewards	
collates	fabricates	operates	rigs	
collects	fastens	orders	runs	
commits	feeds	organizes	salvages	
communicates	files	oversees	satisfies	
compiles	fills	packs	searches	
completes	films	pastes	sends	
computes	finds	patches	services	
conducts	finishes	patrols	settles	

EXAMPLES OF ELEMENTS AND STANDARDS

Line Entry Method

1. Supply Specialist
JOB PERFORMANCE ELEMENT: Completes pre-contract requirements.

STANDARDS: Data requirements are submitted in accordance with division deadlines. Coordinates on Purchases Requests and prepares and submits provisioning data package in 4 to 5 working days.
2. Management Assistant
JOB PERFORMANCE ELEMENT: Performs independent analysis of manpower data to determine causes for large variances in the plan.

STANDARD: Independent analysis of the manpower data must be completed 8 to 10 days after request for data.
3. Supply Specialist
JOB PERFORMANCE ELEMENT: Prepares and reviews AF Forms 86 for computer input.

STANDARDS: Initial computer inputs may be returned 3% to 5% of the time for correction. AF Forms 86 are completed 3 working days after information is received.
4. Mathematical Statistician
JOB PERFORMANCE ELEMENT: Provides consultation on use of electronic data processing techniques and equipment.

STANDARD: Only one complaint per quarter about consultation is allowed.
5. Modification Manager
JOB PERFORMANCE ELEMENT: Develops modification program analysis studies and makes presentations.

STANDARD: Studies are completed and submitted to MMMM 40 to 60 days after initial direction.
6. Computer Scientist
JOB PERFORMANCE ELEMENT: Serves as project officer

STANDARDS: Project cost overruns of \$10K to \$20K are permitted. No forward financing is required for project.

7. Claims Examiner

JOB PERFORMANCE ELEMENT: Processes claims against the Government.

STANDARDS: Adequate instructions are provided to claimants on filing requirements so that additional documentation is required on only 4 to 5 claims in 20. Claims are properly adjudicated so that 2 to 4 in thirty need readjudication. Supervision and assistance are permitted on 10% to 20% of the claims processed. Claims are properly prepared and forwarded to higher headquarters so that 4 to 5 in 30 may be returned for additional documentation.

8. Realty Specialist

JOB PERFORMANCE ELEMENT: Obtains Hq USAF approval for real property actions exceeding command approval authority.

STANDARDS: Four to five real property actions submitted per month may be disapproved because of insufficient information. HQ USAF delays in approval due to request for additional information are permitted on 3 to 5 action items per year.

9. Electronics Engineer

JOB PERFORMANCE ELEMENT: Writes test cases to test functional areas of the operational flight program.

STANDARD: One page of test case description is written per 6 hours expended.

10. Expediter

JOB PERFORMANCE ELEMENT: Accomplishes inventories.

STANDARD: Bench stock items are inventoried weekly.

11. Clerk Typist

JOB PERFORMANCE ELEMENT: Operates typewriter/Mag Card II.

STANDARD: Two to four substantiated complaints per month are allowed for failure to operate equipment correctly.

12. Secretary

JOB PERFORMANCE ELEMENT: Makes travel arrangements and prepares trip schedule.

STANDARDS: Confirms military or commercial airlift and billeting reservations 3 to 5 days prior to time of departure. Trip schedule is built two days prior to departure. Travel voucher is typed 4 to 8 hours from time of receipt of draft with 2 typographical errors allowable.

13. Electronics Engineer

JOB PERFORMANCE ELEMENT: Monitors electro-optics measurement and control systems.

STANDARDS: A detailed notebook on all designs developed and experimental measurements performed is maintained and updated monthly. Infrared scanner electrical upgrade is completed 15 to 31 Oct.

Functional Category Method

1. Preservation Packer

PACKAGING: (1) Uses various methods of packing. (2) Uses proper material handling methods. (3) Orders packaging supplies. (4) Assembles and completes detailed TPOs.

STANDARDS: (1) Items are packed as required in MIL P-116. The Accepted Quality Level of 2.1% to 2.5% errors is maintained. (2) Items are properly handled during all phases of packaging with 1% to 2% item damage permitted. (3) Supply orders are placed and documented 20 to 30 minutes after receipt and orders follow priority sequence. (4) Eighty fast-pack items or 40 items on medium bulk lines are completed each day.

2. Management Assistant

MANPOWER: (1) Develops manpower capability. (2) Prepares manpower spread sheet. (3) Develops employment plan.

STANDARDS: (1) Manpower capability for current and budget years must be prepared 3 to 5 work days after being advised of changes. (2) Manpower spread sheet must be prepared once each quarter to reflect all changes. (3) Employment plan must be prepared 3 to 5 work days after change in capability or manpower spread sheets.

3. Employee Development Clerk

TRAINING SCHEDULING: (1) Schedules in accordance with Master Lesson Plan. (2) Coordinates with supervisor to minimize mission function interruptions. (3) Coordinates facilities and equipment to course requirements.

STANDARDS: (1) Training classes are scheduled 2 to 3 weeks in advance of start date. Classes do not deviate from Master Lesson Plan. (2) Twelve to fifteen percent of section personnel may be scheduled at one time without supervisory approval. (3) One or two valid complaints are allowed per course.

4. Secretary

CLERICAL FUNCTIONS: (1) Types and proofreads instructional materials (2) Prepares general correspondence. (3) Files teaching materials and correspondence.

STANDARDS: (1) Typing and proofreading is accomplished to meet agreed suspense dates. (2) One to two errors are allowed per page of typing. (3) All correspondence is filed weekly.

7. Legal Clerk
REVIEWING: (1) Reviews patent and royalty reports submitted by contractors. (2) Checks files to see if royalties are to be paid and proper clauses are indicated.

STANDARDS: (1) Patent reports are reviewed and critiqued for compliance with applicable regulations and laws 3 to 5 working days after submission. (2) Payments and determinations are processed 1 to 2 days after receipt.

6. General Engineer
ACTIVITY COORDINATING: (1) Attends contractor, SPO, AFLC, and AFTEC meetings. (2) Aids in preparation of AFTEC briefings. (3) Assists contractor, SPO, AFLC, and TAC on technical or logistics problems.

STANDARDS: (1) Ninety to ninety-five percent of key meetings are either attended in person or representation is arranged. Trip reports reflect meaningful participation. Meeting minutes are obtained and are on file 1 1/2 to 2 weeks after each meeting. (2) Briefing material conforms to format and is submitted on specified deadlines. (3) All requests for data or problem research are met 2 to 3 weeks after notification by supervisor.

7. Budget Specialist
FINANCIAL MANAGEMENT: (1) Prepares appropriated and nonappropriated fund budgets and revisions. (2) Ensures that fees and charges are collected and deposited IAW established directives.

STANDARDS: (1) Appropriated and nonappropriated fund budgets and revisions are submitted by the established suspense dates. Monthly net income in the nonappropriated fund budget is estimated to be 15% (plus or minus 3%) the actual result. (2) One failure permitted per month to deposit funds on schedule. Two to four incorrect daily cashier reports are allowed during a month. Three to five overages or shortages are permitted during a month.

8. Child Care Specialist
NUTRITION FOOD SERVICES: (1) Plans meals and snacks. (2) Plans the food aspects of special functions such as birthday parties and holiday celebrations. (3) Ensures the preparation and service of food. (4) Supervises the implementation of the USDA Food Program and maintains the required records.

STANDARDS: (1) A 4-week rotating menu is prepared and approved by the hospital dietician with 2 to 3 revisions. (2) A special functions calendar is prepared monthly for review by supervisor and accepted with only minor revisions. (3) Food operations may receive 3 to 5 unsatisfactory ratings from the veterinarian during a one year period. (4) Food is served and records are maintained IAW USDA Food Program.

9. Contract Specialist

CONTRACT BRIEFS: (1) Extracts quality data from contract. (2) Prepares contract briefs.

STANDARDS: (1) Pertinent quality information is extracted with 2 to 3 omissions allowed per contract. (2) Format noted in AFSCR 74-2 is followed with 1 to 2 errors per brief acceptable.

10. Personnel Clerk

MAINTENANCE OF CCPO CENTRALIZED PUBLICATIONS AND REGULATIONS LIBRARY: (1) Receives, dates, stamps, and forwards material to each section. (2) Posts and files regulations, changes, FPM Bulletins, and letters. (3) Orders all requirements of other publications.

STANDARDS: (1) Incoming material is forwarded to each section in 1 to 2 working days. (2) Postings of pertinent regulations are made to CPO regulations in 1 to 2 weeks of receipt; other postings are accomplished in 3 to 4 weeks. (3) Publication orders are made weekly.

11. Research Structural Engineer

COMMUNICATION AND REPORTS: (1) Presents papers at relevant scientific meetings. (2) Documents technical activities.

STANDARDS: (1) Two technical symposiums are attended a year and one research paper is presented every two years. (2) Data analysis and experiments are documented in quick look reports 45 to 60 days and analysis reports documented 5 to 6 months of the end of the technical effort.

12. Computer Scientist

DATA PROCESSING EQUIPMENT MANAGEMENT: (1) Procures supplies for equipment. (2) Procures maintenance service.

STANDARDS: (1) Supplies (cards, ink ribbons, etc.) are available 5 to 7 work days from time of request. (2) Work orders for repairing malfunctioning equipment are submitted 4 to 6 hours from the time of original complaint.

13. General Engineer

DESIGN CRITERIA: (1) Develops, publishes, and distributes the initial Military Characteristics and STS. (2) Reviews test data and programs to establish and verify weapon design criteria.

STANDARDS: (1) The designated date for MC and STS completion is met in 3 to 5 working days. (2) Documents are prepared so that a 36 to 48 hour delay is permitted for any changes above Branch level. Recommendations relating to test data and programs are returned only 2% to 5% of the time because of error.

14. Electronics Engineer

CONTRACT MANAGEMENT: (1) Monitors all phases of the O&M contract. (2) Performs deputy contracting officer responsibilities. (3) Acts as office chief in the absence of chief.

STANDARDS: (1) All phases of the Division Operations and Maintenance contract shall be monitored and documented weekly. The funding,

man-hours, materials, and supplies status and overall contract status shall be monitored and controlled and briefed on a weekly basis. (2) Contract amendments, modifications, and other actions will be performed in a manner to meet 85% to 95% of suspenses. (3) Monthly SSO review briefings are conducted in absence of COR. Bi-monthly contractor review briefings are attended. Status reports of funds and budgetary requirements shall be accurate to $\pm 3\%$.

15. Management Assistant

STAGING AREA: (1) Receives, sorts, and labels documentation for storage. (2) Ships material to NRC at required intervals.

STANDARDS: (1) Documentation for storage is prepared with 1 to 2 errors allowable per box (2) Documentation is shipped 21 to 30 days of the date it becomes eligible.

Check List #3

How to Complete AF Form 1282

INSTRUCTIONS FOR PARTS I AND II

- _____ 1. Read the instructions that give you general information about the work plan and rating sections on page 1.
- _____ 2. Complete the Employee Identification part on page 1.
 - _____ a. Enter the employee's last name, first name, and middle initial.
 - _____ b. Enter the employee's Social Security Number.
 - _____ c. Enter the employee's grade (WG, WL, WS, or GS).
 - _____ d. Enter the employee's occupational job series number.
 - _____ e. Enter the title of the employee's occupational position.
 - _____ f. Enter the name of the employee's organization.
 - _____ g. Enter the employee's office symbol.
 - _____ h. The REASON FOR APPRAISAL box is to be checked at the time that the employee's rating is made. This will usually be the annual appraisal. If the appraisal is for some other reason such as a time of promotion, then check the box labeled OTHER and write in the reason for the appraisal.
 - _____ i. Enter the date of the start of the employee's appraisal period in the FROM box. Do not fill in the TO box until the rating is made.
 - _____ j. Enter the date the employee will be eligible for his or her next within grade (step) increase.
 - _____ k. If the employee supervises any employees, enter the number of civilians and/or military employees that are supervised in the appropriate box. If the employee does not supervise, check the block marked NONE.

WORK PLAN AUTHENTICATION

- _____ 3. Type in the names, grades, and duty titles of the supervisor and the reviewing official in the Work Plan Authentication Section. When the Work Plan is completed, the supervisor, the reviewing official, and the employee should sign and date this section. Employees signature indicates that he or she has seen the Work Plan and discussed it with the supervisor. Employee signature does not indicate agreement or disagreement with the Work Plan.

PART I - WORK PLAN JOB PERFORMANCE ELEMENTS

- _____ 4. Enter the employee's job performance elements on page 2, Part I - Work Plan Job Performance Elements. Use either the line-entry method or the functional-category method or a combination of the two methods. For further information, refer back to page 49, How to Write Job Performance Elements.
- _____ a. For each element put a check in either the critical or non-critical column.
- _____ b. Write in the number of Relative Importance Points you have given to each element. The evaluation section will be completed by the supervisor at the time the rating is made. Only one column, EXCEEDED, MET, or DID NOT MEET, will be checked for each element.

PART II - WORK PLAN PERFORMANCE STANDARDS

- _____ 5. Enter the employee's performance standards on page 3, Part II - Work Plan Performance Standards. For more information, refer back to page 50, How to Write Performance Standards.

PART III - PERFORMANCE SUBSTANTIATION AND OVERALL PERFORMANCE RATING

- _____ 6. When the employee's rating is made, write substantiations for the elements evaluations on page 4, Part III - Performance Substantiation and Overall Performance Rating. For more information, refer to page 68, How to Rate an Employee.
- _____ 7. Put a check in the correct overall performance rating block (SUPERIOR, EXCELLENT, FULLY SUCCESSFUL, MINIMALLY ACCEPTABLE, or UNACCEPTABLE).
- _____ 8. When the rating is approved, the supervisor, reviewing official, and employee should sign and date the form. Employee's signature indicates that he or she has seen the rating and discussed it with the supervisor. Employee's signature does not indicate agreement or disagreement with the rating.

JOB PERFORMANCE APPRAISAL

INSTRUCTIONS FOR PARTS I AND II (Parts I and II comprise the Work Plan)

The supervisor should encourage the employee to participate in the development of the Work Plan Job Performance Elements and Performance Standards. Elements must reflect the actual work to be performed during the appraisal period, and the performance standards must be written at a level which reflects satisfactory performance.

Job Performance Elements may be written using either the line entry method or the functional category method, but must be numbered consecutively in either case. The line entry method requires that an element be written as a one or two line phrase. The functional category method may be used when a number of subelements can be clustered under a functional heading such as: Administration, Communication, Directing, Planning, Maintaining, Repairing, Supplying, etc. If functional categories are used, the subelements may be written in narrative style or line entry format with further numbering of subelements under each functional category.

One or more Job Performance Elements must be identified as critical. A total of 100 Relative Importance Points must be distributed among all elements (but not subelements) with at least 51 points assigned to critical elements.

If applicable, managerial and supervisory work plans must reflect Job Performance Elements that indicate effort toward establishing work plans and meeting affirmative action goals, and achieving equal opportunity requirements. A supervisor's work plan should reflect responsibility for evaluating a subordinate's job performance in a fair and impartial manner.

When evaluating an employee's job performance, the following evaluation options will be used: (1) Employee DID NOT MEET the requirements of the standards; (2) Employee MET the requirements of the standards, or (3) Employee EXCEEDED the requirements of the standards.

INSTRUCTIONS FOR PART III

The rating process is primarily a supervisory function with the approval of the reviewing official. The supervisor must determine if the employee EXCEEDED, MET, or DID NOT MEET the requirements of the standards, and then check the appropriate column in Part I. The supervisor must then enter in Part III a brief comment concerning performance on each Job Performance Element in support of a "DID NOT MEET" or "EXCEEDED" evaluation. If all requirements are "MET" the comment, "Employee met all requirements" is sufficient.

All of the Job Performance Elements evaluations then determine the Overall Performance Rating to be assigned, as indicated in the Overall Performance Rating Scale shown below.

OVERALL PERFORMANCE RATING SCALE

SUPERIOR Employee exceeds the performance requirements of all the job performance elements of the work plan.

EXCELLENT Employee meets or exceeds the performance requirements of all the job performance elements of the work plan and exceeds the performance requirements of the job performance elements which represent at least 50% of the relative weight in importance of the work plan.

FULLY SUCCESSFUL Employee meets the performance requirements of all the job performance elements of the work plan.

MINIMALLY ACCEPTABLE Employee meets the performance requirements of all critical job performance elements of the work plan, but does not meet the performance requirements of one or more noncritical job performance elements.

UNACCEPTABLE Employee does not meet the requirements of one or more critical job performance elements of the work plan.

EMPLOYEE IDENTIFICATION

NAME OF EMPLOYEE (Last, First, Middle Initial)	SSAN	GRADE	JOB SERIES
WASHINGTON, Richard S.	000-00-0000	WG-7	6901
POSITION TITLE	ORGANIZATION	OFFICE SYMBOL	
Materials and Equipment Examiner	DSF	SAM	
REASON FOR APPRAISAL	PERIOD OF APPRAISAL		
<input checked="" type="checkbox"/> ANNUAL <input type="checkbox"/> OTHER (Specify)	FROM	TO	
	1 Oct 81	19 Aug 82	
DATE ELIGIBLE FOR NEXT WITHIN GRADE INCREASE	NUMBER OF EMPLOYEES DIRECTLY SUPERVISED		
19 Oct 82	NONE (Check block)	CIVILIAN	MILITARY
	<input checked="" type="checkbox"/>		

WORK PLAN AUTHENTICATION

THE JOB PERFORMANCE ELEMENTS AND PERFORMANCE STANDARDS DEVELOPED IN THIS WORK PLAN ARE A RESULT OF A JOB ANALYSIS USING ALL AVAILABLE SOURCE MATERIAL INCLUDING A THOROUGH REVIEW OF THE CURRENT POSITION DESCRIPTION AND ANY ORAL OR WRITTEN INPUT FROM THE EMPLOYEE.


SUPERVISOR (Rating Official)

NAME, GRADE, DUTY TITLE	SIGNATURE	DATE
Davis, Florence E., WS-09 Materials & Equipment Supervisor		26 Sep 81

REVIEWING OFFICIAL

NAME, GRADE, DUTY TITLE	SIGNATURE	DATE
Henderson, Benjamin W., WS-13 Materials & Equipment Chief		30 Sep 81

EMPLOYEE

SIGNATURE - COPY RECEIVED (Signature of employee does not indicate agreement or disagreement with the work plan.)	DATE
	1 Oct 81

PART I - WORK PLAN JOB PERFORMANCE ELEMENTS

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT.
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

[illegible]

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

1. Issues to maintenance are performed at pace of 9 issues per hour.
Issues to tenant organizations are performed at a pace of 10 issues per hour.
Off base issues are performed at a pace of 12 issues per hour. All issues
are performed with a 2.1% to 2.5% error rate permitted.
2. Material is binned at a rate of 20 debits per hour. Quality level is at a 2.1 to
2.5% error rate permitted on all binning actions.
3. Counts are made at a rate of 39 counts per hour. Quality level is at a permitted error
rate of 1.5% to 2.5%.
4. Inspection on issues meet a quality level of 2.1% to 2.5% allowable error rate.
FMS, SAP, and SAM shipments meet a quality level of 0.65% to 0.75% allowable error
rate.
5. Stock list changes are performed at a rate of 65 to 70 changes per hour.
Quality level is allowed a 3% to 3.5% error rate.

JOB PERFORMANCE APPRAISAL

INSTRUCTIONS FOR PARTS I AND II (Parts I and II comprise the Work Plan)

The supervisor should encourage the employee to participate in the development of the Work Plan Job Performance Elements and Performance Standards. Elements must reflect the actual work to be performed during the appraisal period, and the performance standards must be written at a level which reflects satisfactory performance.

Job Performance Elements may be written using either the line entry method or the functional category method, but must be numbered consecutively in either case. The line entry method requires that an element be written as a one or two line phrase. The functional category method may be used when a number of subelements can be clustered under a functional heading such as: Administration, Communication, Directing, Planning, Maintaining, Repairing, Supplying, etc. If functional categories are used, the subelements may be written in narrative style or line entry format with further numbering of subelements under each functional category.

One or more Job Performance Elements must be identified as critical. A total of 100 Relative Importance Points must be distributed among all elements (*but not subelements*) with at least 51 points assigned to critical elements.

If applicable, managerial and supervisory work plans must reflect Job Performance Elements that indicate effort toward establishing work plans and meeting affirmative action goals, and achieving equal opportunity requirements. A supervisor's work plan should reflect responsibility for evaluating a subordinate's job performance in a fair and impartial manner.

When evaluating an employee's job performance, the following evaluation options will be used: (1) Employee DID NOT MEET the requirements of the standards; (2) Employee MET the requirements of the standards; or (3) Employee EXCEEDED the requirements of the standards.

INSTRUCTIONS FOR PART III

The rating process is primarily a supervisory function with the approval of the reviewing official. The supervisor must determine if the employee EXCEEDED, MET, or DID NOT MEET the requirements of the standards, and then check the appropriate column in Part I. The supervisor must then enter in Part III a brief comment concerning performance on each Job Performance Element in support of a "DID NOT MEET" or "EXCEEDED" evaluation. If all requirements are "MET", the comment, "Employee met all requirements" is sufficient.

All of the Job Performance Elements evaluations then determine the Overall Performance Rating to be assigned, as indicated in the Overall Performance Rating Scale shown below.

OVERALL PERFORMANCE RATING SCALE

SUPERIOR Employee exceeds the performance requirements of all the job performance elements of the work plan.

EXCELLENT Employee meets or exceeds the performance requirements of all the job performance elements of the work plan and exceeds the performance requirements of the job performance elements which represent at least 50% of the relative weight in importance of the work plan.

FULLY SUCCESSFUL Employee meets the performance requirements of all the job performance elements of the work plan.

MINIMALLY ACCEPTABLE Employee meets the performance requirements of all critical job performance elements of the work plan, but does not meet the performance requirements of one or more noncritical job performance elements.

UNACCEPTABLE Employee does not meet the requirements of one or more critical job performance elements of the work plan.

EMPLOYEE IDENTIFICATION

NAME OF EMPLOYEE (Last, First, Middle Initial)		SSAN	GRADE	JOB SERIES
KELLY, John A.		000-00-0000	GS-12	1515
POSITION TITLE		ORGANIZATION		
Industrial Engineer		AFALD		
REASON FOR APPRAISAL		PERIOD OF APPRAISAL		
<input checked="" type="checkbox"/> ANNUAL <input type="checkbox"/> OTHER (Specify)		FROM TO 1 Oct 81 5 Feb 82		
DATE ELIGIBLE FOR NEXT WITHIN GRADE INCREASE		NUMBER OF EMPLOYEES DIRECTLY SUPERVISED		
7 Apr 82		NONE (Check block) CIVILIAN MILITARY <input type="checkbox"/> 3		

WORK PLAN AUTHENTICATION

THE JOB PERFORMANCE ELEMENTS AND PERFORMANCE STANDARDS DEVELOPED IN THIS WORK PLAN ARE A RESULT OF A JOB ANALYSIS USING ALL AVAILABLE SOURCE MATERIAL INCLUDING A THOROUGH REVIEW OF THE CURRENT POSITION DESCRIPTION AND ANY ORAL OR WRITTEN INPUT FROM THE EMPLOYEE.

SUPERVISOR (Rating Official)		
NAME, GRADE, DUTY TITLE	SIGNATURE	DATE
Smith, Leslie H., GS-13 Chief, Operations Office	<i>Leslie H. Smith</i>	22 Sep 81
REVIEWING OFFICIAL		
NAME, GRADE, DUTY TITLE	SIGNATURE	DATE
Jones, Jo M., Colonel, USAF Chief, Management Support Office	<i>Jo M. Jones</i>	24 Sep 81
EMPLOYEE		
SIGNATURE - COPY RECEIVED (Signature of employee does not indicate agreement or disagreement with the work plan.)		DATE
<i>John A Kelly</i>		25 Sep 81

PART I – WORK PLAN JOB PERFORMANCE ELEMENTS

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT.
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

PART I - WORK PLAN JOB PERFORMANCE ELEMENTS				EVALUATION		
NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT. CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT. ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.	CRITICAL	NON-CRITICAL	RELATIVE IMPORTANCE POINTS	EVALUATION		
				DID NOT MEET	EXCEEDED	
1. MANAGING: (1) Controls allocation/utilization of administrative facilities. (2) Controls communications services. (3) Reviews and approves AFALD major services contracts. (4) Manages shelter for disaster preparedness Program. (5) Manages building maintenance program. (6) Manages building fire control program. (7) Supervises equipment purchases.	X		51		X	
2. COMMUNICATION: (1) Coordinates team effort in major projects. (2) Prepares technical reports and presentations. (3) Keeps abreast of new technology.		X	24		X	
3. PLANNING: (1) Develops command section policy and procedures. (2) Plans and conducts management research.	X		20		X	
4. Performs manpower feasibility studies.		X	5		X	

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

1. (1) Square footage for personnel and equipment is allocated at 15% to 20% of base standard. Preliminary reallocation studies are completed semi-annually on due date. (2) Communication requests are approved or disapproved 4 to 5 days after request. A & C lines are allocated according to base standards. (3) Contractual requirements of janitorial contract are met and conform with contract specifications. (4) Shelter conforms to the requirements of the base Disaster Preparedness regulation. A satisfactory rating is received on all elements of the shelter inspection. (5) All building maintenance discrepancies are received, logged, and reported through proper Civil Engineering channels 40 to 48 hours after receipt. (6) All fire inspection reports are responded to 8 to 10 days after receipt. (7) Completeness and proper justification of AF Form 601b is assured. Actual expenditure for equipment is 8% to 10% of budgeted amount.
2. (1) Weekly team meetings are held to coordinate major projects. One to two milestones may be slipped due to poor team planning or scheduling. (2) Technical portion of staff work is approved by higher management with one revision allowed. (3) Quarterly reports reviewing new technology in industry and other government agencies are prepared.
3. (1) Directives detailing functional responsibilities are prepared and updated weekly. (2) Research plans are prepared in accordance with management directives and submitted on date set up by management.
4. Impact report of manpower and space changes are prepared on a quarterly basis.

Check List #4

HOW TO RATE AN EMPLOYEE

- _____ 1. Read over the employee's work plan on pages 2 and 3 of AF Form 1282.
- _____ 2. Review the notes you have taken on the employee's performance throughout the rating period.
- _____ 3. Compare the employee's standards to the actual performance throughout the year. If the employee performed an element at the level shown by the standards on the work plan, you must mark the element MET. If the employee performed at a higher level than shown by the standards, you must mark the element EXCEEDED. If the employee did not perform up to the level shown by the standards, you must mark the element DID NOT MEET.
- _____ 4. Turn back to page 2 of the form and look at the last three columns titled evaluation. Mark each line entry element or each functional category element (not each subelement) as MET, EXCEEDED, or DID NOT MEET.
- _____ 5. Look at the top of page 4 of the form. You must write a substantiation for the evaluation for each element. If the employee met the standard requirements of an element, then all you need to write is "Employee met all requirements." If an element is marked either EXCEEDED or DID NOT MEET, you must explain how the requirements were exceeded or not met.
- _____ 6. Review the Overall Performance Rating Scale on page 1 of the form. Add up the number of relative importance points that were either met, exceeded, or not met and decide which rating you must give the employee.
- _____ 7. Look at page 4 and mark the correct overall performance rating for the employee.

Rating Errors

CSRA requires accurate evaluation, to the maximum extent possible, of employee job performance on the basis of objective criteria. This requires the supervisor to make sound decisions. There are problems in evaluating human performance. Some of the common judgment errors made by supervisors and a way of avoiding these errors are listed below.

Halo Effect

One of the most common errors made by supervisors is called the halo effect. A supervisor develops an overall impression of a person on the basis of one or two behavioral characteristics. This effect should not be allowed to influence the evaluation of other specific qualities or accomplishments of the employees.

There are several ways to avoid or reduce the halo effect:

- Consider each job performance element on its own merit.
- Remain as objective as possible when evaluating an individual.
- Base evaluation of performance relative to the performance standards.

Leniency Error

Just as common as the halo error is the leniency error. The tendency here is to rate everyone very favorable on all characteristics. There is a tendency in our society to want to be above average. To be rated average is almost unacceptable. Thus, many supervisors group their ratings at the favorable end of the scale. The leniency error can be distinguished from the halo error because all the ratings are always in the favorable direction. In order to avoid this error, the supervisor should analyze personal feelings and motivations regarding the rating and evaluate performance only against set standards.

The supervisors should realize that the ratings they give may reflect upon them. Their own management skills are being evaluated and an honest appraisal may not always be pleasant. It is the duty of the supervisor to give an accurate, objective evaluation. The leniency error can also be reduced by having a clear understanding of the terms used on the rating scale.

Error of Central Tendency

The error of central tendency consists of rating everyone in the average range on all qualities. This is especially true when supervisors are required to provide extensive written justification of ratings other than FULLY SUCCESSFUL. This rating penalizes the EXCELLENT or SUPERIOR employee and ignores the MINIMALLY ACCEPTABLE OR UNACCEPTABLE employee. In order to avoid this error, it is necessary for the supervisor to observe actual job performance of employees and rate them according to that performance.

The halo, leniency, and the central tendency errors are among the most common errors made by supervisors. In order to minimize these errors, it is essential that supervisors be as objective and accurate as possible.

RATINGS vs POTENTIAL OUTCOMES CHART

	Within-Grade Increase	Considered for Promotion	Extra Years of Creditable Service	Others
UNACCEPTABLE	NO	NO	NONE	Requires action to improve. If continued may be reassigned, demoted, or removed.
MINIMALLY ACCEPTABLE	NO	NO	NONE	Requires action to improve (training)
FULLY SUCCESSFUL	YES	YES	NONE	None
EXCELLENT	YES	YES	2 YRS	Supervisor may Consider for Awards
SUPERIOR	YES	YES	4 YRS	Supervisor may Consider for Awards

THE JPAS EMPLOYEES' QUESTIONS AND ANSWERS SHEET

Question: When does the new JPAS System start?

Answer: For you, the employee, the JPAS start date is October 1, 1981.

Question: How long is the appraisal period for General Schedule Employees?

Answer: It usually begins 60 days before the anniversary date of your last within-grade-increase or promotion and continues through the next 12 months. Ratings are given annually thereafter, 60 days before the anniversary date.

Question: Why doesn't my supervisor have to go through this kind of system?

Answer: Each civilian supervisor does. Your supervisor develops a work plan with his or her immediate supervisor, just like you do with your supervisor. In fact, many supervisors will be under the JPAS just like you are. The others will be under the General Manager Appraisal System which is similar to the JPAS. Military are covered by the OER or APR system.

Question: Do I have to help write the work plan?

Answer: No, but you would be wise to do so if your supervisor requests your help. After all, who knows what your job responsibilities are better than you do?

Question: What if my Position Description is out of date?

Answer: If your duties no longer match your position description, ask for a meeting with your supervisor to discuss the changes to be made, including new job performance elements and standards. Look at it this way, it's also in your supervisor's best interests for you to have an accurate Position Description.

Question: What if I disagree with my work plan?

Answer: Management makes the final determination of job performance elements and performance standards. This is why you are asked to have meetings with your supervisor. During these meetings, you should discuss with your supervisor areas of disagreement. If you still are dissatisfied, you can appeal to the reviewing official (normally your supervisor's supervisor). The reviewing official has the final say in resolving work plan disagreements. The reviewing official may meet with you, as well as your supervisor, to hear each side of the story before making a final decision.

Question: What if my job responsibilities change during the year?

Answer: Meet with your supervisor to have your job performance elements and performance standards changed to match your responsibilities.

Question: What if I change jobs during the year?

Answer: Your supervisor's copy of your current performance appraisal form will be sent to your new supervisor. Your new supervisor will set up an appointment with you to talk about your new job performance elements and performance standards and to prepare a new work plan. If you are assigned to a new job under the same supervisor, a new or revised work plan will be required.

Question: What if I get a new supervisor during the year?

Answer: If you have worked under your old supervisor long enough for an appraisal to be rendered, you and he or she will meet for a closeout appraisal and discussion before he/she leaves. If you have not worked under your supervisor long enough for an appraisal to be rendered, your work plan and performance documentations will be sent to your new supervisor. Meet with him or her. He/She will also want to talk to you about your job duties.

Question: How will I know how I'm doing during the year?

Answer: That's what the required periodic meetings between you and your supervisor are for. You are encouraged to participate in these meetings to find out where you are compared to your performance standards.

Question: What if I need help meeting the standards?

Answer: Ask for it. One of the reasons for the JPAS is to determine the training needs of the employees. Don't forget that if your supervisor helps you to meet your standards, it makes him/her look good because it gives him/her a more efficient work force.

Question: I'll bet the new system is rigged so that only 1% of the work force will get a superior rating.

Answer: Not true. Office of Personnel Management Directives and Air Force Regulations state that "No forced distribution of ratings is permitted."

Question: What if I disagree with my rating?

Answer: First, you need to remember that job performance elements and performance standards are not grievable. Secondly, you can request a meeting with the reviewing official through your supervisor. His/Her judgment is the final authority in the rating process. Thirdly, you can complain through the Air Force grievance system in AFR 40-771, "Appeal and Grievance Procedures." Complaints of discrimination - based on race, color, religion, national origin, sex, age, or handicapping conditions are handled separately under the EEO Discrimination System. The Merit Systems Protection Board (MSPB) will not hear any appeals concerning ratings, performance standards, or job performance elements. An appeal can be made to the MSPB for removal or demotion because of continued unacceptable performance.

Question: I am represented by a union. How does that effect my part in the JPAS?

Answer: If you have a disagreement or complaint about your rating, check with your union representative for the grievance system procedure your union has negotiated with the Air Force.

Question: What does the overall performance rating mean as far as my future is concerned?

Answer: The overall performance rating is used for a variety of personnel actions. For example, your overall performance rating is used as a basis for granting special achievement, honorary, or functional awards. Beyond that, a FULLY SUCCESSFUL rating will get you your within-grade increase. A SUPERIOR rating gives you four years of service added to your creditable service for reduction in force for the year your rating is in effect. An EXCELLENT rating gives you two years of creditable service for the year your rating is in effect. A MINIMALLY ACCEPTABLE rating can result in a loss of your within-grade-increase. An UNACCEPTABLE rating can lead to reassignment, reduction in grade, or removal. However, you can't be removed or demoted unless you continue to perform unacceptably after management has tried to help you and given you a reasonable amount of time to improve.

Question: What rating do I need to get a promotion?

Answer: No rating will assure you a promotion. Ratings act as a screen to determine initial entitlement to promotion consideration. If you get at least a Fully Successful rating, you will be considered for promotion as vacancies for which you qualify occur.

Question: I don't care what you say, you can't take personal opinion out of the ratings.

Answer: It would be difficult to say that the above statement is completely false. However, the purpose of the JPAS is to remove as much of the potential for subjective judgment as possible. This is why the details of your work plan are spelled out in advance - so you'll know exactly how your performance is going to be judged. It's why additional progress meetings during the appraisal period are required. It's why you have a chance for input into the position description and performance standards.

Question: Why do Federal Wage Schedule employees get two performance ratings in their first year of employment while General Schedule employees only get one?

Answer: Federal Wage Schedule employees are eligible for a step increase after their first 26 weeks of employment. General Schedule employees are eligible for a within-grade increase after 52 weeks of employment.

APPENDIX C

Extra Work Sheets

[illegible]

NUMBER EACH JOB PERFORMANCE ELEMENT AND SUBELEMENT.
CHECK CRITICAL OR NON-CRITICAL BOX FOR EACH ELEMENT.
ENTER RELATIVE IMPORTANCE POINTS FOR EACH ELEMENT.

[illegible]

[illegible]

[illegible]

PART II – WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I

PART II - WORK PLAN PERFORMANCE STANDARDS

NUMBER EACH PERFORMANCE STANDARD TO CORRESPOND WITH THE JOB
PERFORMANCE ELEMENTS AND SUBELEMENTS LISTED IN PART I.

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EVALUATION AND ANALYSIS PLAN FOR THE AIR FORCE
EMPLOYEE JOB PERFORMANCE APPRAISAL SYSTEM (JPAS)

This report presents a proposal for the ongoing evaluation and analysis of the Job Performance Appraisal System (JPAS) designed by the Air Force Human Resources Laboratory (AFHRL) for implementation and administration by the Air Force Directorate of Civilian Personnel. It has been written to assist managers in that directorate in their efforts to ensure that Air Force civilian personnel appraisal systems are and remain effective in terms of their usefulness and their acceptance by the work force. The proposal applies specifically to the Job Performance Appraisal System (JPAS), but has been designed to be consistent also with the Senior Executive Appraisal System (SEAS) and the General Manager Appraisal System (GMAS). Many of the concepts, procedures, and evaluation items described in this proposal were developed in concert with Office of Civilian Personnel Operations (OCPO) personnel based on preliminary evaluation of GMAS implementation. In addition, input for questions came from drafts of various field test reports and interim appraisal system evaluations.

Background Information

The Civil Service Reform Act of 1978 (CSRA) required agencies to develop new employee appraisal systems to be used for a wide range of personnel management decisions. The CSRA levied the following basic requirements in regard to the new appraisal systems:

- a. Agencies would encourage employee participation in establishing job performance objectives.
- b. Agencies would inform employees of the critical elements and performance standards of their jobs.
- c. Agencies would use the performance appraisals as a basis for decisions to train, reward, assign, promote, demote, retain, or remove employees.

The Air Force developed and implemented three such appraisal systems in response to these requirements:

- a. The Senior Executive Appraisal System (SEAS), applicable to members of the newly formed Senior Executive Service. The SEAS is not covered in this report.
- b. The General Manager Appraisal System (GMAS), applicable to supervisors and managers in grades GS-13 through GS-15. The GMAS is not covered in this report.
- c. The Job Performance Appraisal System (JPAS), applicable to virtually all other Air Force Appropriated Fund civilian employees. This report deals specifically with the JPAS.

The JPAS is now operational as of October 1981 for all General Schedule (GS) employees not affected by the GS or the GHS and for the Air Force's Internal Higher Scale employees. The JPAS requires that a "work plan" be developed for each employee at the beginning of the appraisal period. This work plan consists of "job performance elements" (descriptions of the employee's major duties, tasks, and responsibilities) and "performance standards" (descriptions of satisfactory performance for each element). These are provided on AF Form 1001, Job Performance Appraisal, a copy of which is given to the employee. When an appraisal is rendered, the supervisor rates the employee's performance on each job performance element. The supervisor does this by checking appropriate blocks on the appraisal form indicating that the employee "exceeded," "met," or "did not meet" the standards for each element. The supervisor must substantiate each "exceeded" or "did not meet" rating. An overall performance rating is then determined based on the ratings on the individual job performance elements. The five overall ratings are "Superior," "Excellent," "Fully Successful," "Minimally Acceptable," and "Unacceptable." When the appraisal process results in an overall rating of "Unacceptable," some type of action must be taken by the supervisor. Such action may include remedial training, transfer to another position, or even removal from Federal service.

Evaluation and Analysis--The Basic Concept

Significant time and energy went into the development and implementation of the JPAS. Much more time and energy will go into continuing administration of this and other civilian appraisal systems. The responsibility of Air Force managers to use resources effectively thus makes essential the concept of an ongoing assessment of the JPAS. Further, the Uniform Guidelines on Employee Selection mandate tracking and documenting the system's performance--particularly if there is any possible adverse impact as defined by the "four-fifths rule." This proposal takes these factors into consideration and presents an evaluation and analysis plan designed with cost-effectiveness in mind. That is, the procedures proposed have been streamlined for maximum results at minimum costs.

The evaluation and analysis of the JPAS should be managed by a centralized office of primary responsibility (OPR), and this OPR should be required to produce an annual report as a product of its efforts. For purposes of this paper, the OPR is referred to as the Evaluation and Analysis Manager (EAM). The EAM selected should have not only a general understanding of civilian personnel policies and procedures but also an understanding of the various theories of evaluation and validation. Professional controversies under discussion such as the appropriateness of content validity and the application of validity generalization methods are two examples of the need for this specialized expertise.

A logical focal point for this tasking would be the Air Force Office of Civilian Personnel Operations (OCPO). As part of its already assigned responsibilities, the OCPO could conduct an ongoing evaluation and analysis in a rather general way, with contingencies for more in-depth investigation when specific problems are identified. In terms of evaluation theory, this process is called "formative evaluation," whereby tracking is a continuous process of information gathering and identification of necessary corrective actions, if any are required.

The JPL concept is important for several reasons. It will help increase objectivity in interpretation of results. It will make clear to other program managers when to come with suggestions or questions concerning evaluation results. Finally, it will provide a positive influence in ensuring consistency and standardization of the reports. Evidence of such benefits is already available in the form of the preliminary evaluation of SJPL implementation performed by the OCPO's Evaluation, Research, and Analysis Division.

Availability of a required annual report is also important. This will help managers to supply a great deal of information to a large audience of program managers with diverse needs. Individual program managers can obtain from the report that information most pertinent to them. Perhaps even more importantly, standardized annual reports are ideal for studying what happens to a program over an extended period of time. Such reports will provide hard data to back up proposed system changes, as well as provide documentation which will be essential in the event of litigation.

Four Essential Questions

The proposed JPAS Evaluation and Analysis Plan takes the view that system effectiveness can best be assessed by answering the following basic questions:

1. Do JPAS procedures meet legal and regulatory requirements?
2. Do people follow established JPAS procedures?
3. Does the JPAS do what it was intended to do and is it accepted by working members?

Simply stated, if the answer to each of these questions is "yes," then the management need lead to no further action than communicating the findings to interested managers. Negative answers, on the other hand, will call for more detailed follow-up and problem-solving where necessary. The following discussion highlights our recommendations for evaluation and analysis as they apply to each of the basic questions.

Question 1 (Legal Compliance). The Office of Personnel Management (OPM) ruled prior to JPLS implementation that the system as proposed did meet pertinent legal and regulatory requirements. In addition, the standard policy formulation procedure followed in the Air Force Directorate of Civilian Personnel should ensure continuing compliance. Conditions may change, however, if Federal laws or regulations are modified, or if Air Force policy makers elect to revise existing procedures.

Recommendation 1. As part of the annual review, the EAM should assess whether there have been any significant changes to pertinent laws or regulations, or to JPAS procedures. If there have been, the EAM should contact the appropriate authority for a ruling. Results of this assessment should be incorporated into the annual report.

...with Air
...variety of
...to "Is the
...the most important
...and analysis
...first to word

On this question, both personnel program and security selected

... developed
... to include
... the evaluation
... provide base-level
... solve problems at
... tool, OCFPO travel
... actions which
... appraisal results,
... regulations.

the sample of work plans of a randomly selected group of employees would depend on the number of work plans in the sample of certainty desired, and might be altered to suit the sample. Although work plans are not available in all work centers, they are available from work centers through the AFAS system. The response rate. Each AFAS administrative unit will have a list of each job in the unit and a tally of relative frequency of each job. A list for examining these relative frequencies was successfully used to appraise the validity of that appraisal system.

most measures of JPAS subjectivity is that the system is not to be used as evidence of anything related with the issue of the work force. This is not to result in the system to make a case for or inappropriate.

...should be developed and ...
...feel that the ...
...identify problems in ...
...attitudes toward the ...

... Attachments 3 and 4. Two ... for JAC raters and the other ... pinpoint possible problem areas ... procedures may be implemented if ... structured questions, the ... "write-in" space, which should ... specific, problem-solving

... after 2 years, but ... in stabilizing ... Sample size should ... the amount of error ... analysis by cells is ... with 95% assurance of ... 400 completed ... work force covered by the JPAS. ... number of questionnaires in an ... this decision could be made by the ... with civilian personnel

... (1978) require ... for adverse impact upon ... rating of at least "Fully ... JPAS appraisal data ... "four-fifths ... should be tracked by requesting periodic "ATLAS STAT ... through the PES-C. The Uniform Guidelines are unclear as ... level at which to study these figures, but an aggregate ... approach would be most appropriate, perhaps with a breakdown ... Federal Wage Scale employees. The request should ... whether adverse impact exists in the form of a higher ... "Fully Acceptable" and "Unacceptable" ratings assigned to ... than to white males.

... collection recommended is the tracking of overall JPAS ... analysis can also be made through the PES-C, and should be ... terms, in the format. One useful format would be a ... proportion of each of the overall ratings given to ... figures should be noted in the annual report. Tracking ... should provide the additional benefit of pointing ... which should receive special attention (e.g., to bring to ... attention the need for inflation controls if necessary). ... format for tracking overall ratings is a simple ... from 1 to 5 assigned to each of ... categories. The resulting figure could be tracked over ... effectiveness. Examining mean values by ... an indirect measure of adverse ... this would not be an appropriate way ... purposes.

This report outlines a relatively streamlined approach to studying JPAS effectiveness. Following this approach should result in identification of problem areas in time to do something about them. Any large-scale system should provide for contingency actions to be taken in the event of system malfunction, and this holds true for the JPAS. It would be prudent for managers in the Directorate of Civilian Personnel to develop such contingency plans. This is especially important because of the lack of research on the part of the Office of Personnel Management prior to imposing minimal system requirements, and time constraints preventing the collection of complete field test data for the Air Force's particular JPAS systems prior to implementation.

On the negative side, it must be noted that various system design constraints may result in the JPAS being an expensive means of appraising performance with insufficient benefits to justify its existence strictly on costs vs. benefits basis. On the positive side, however, the JPAS is based on well-accepted management principles, and has the potential for being a valued and useful tool both for supervisors and the people they advise. Probably the only way to measure the overall impact of the JPAS through a structured, ongoing process such as the one proposed, which will surface both the inherent problems and a better idea of the system's direct and indirect benefits.

ATTACHMENT 1. SAMPLE COMPLIANCE CHECKS (MADE BY THE OCPO
PROGRAM EVALUATION TRAVEL TEAM)

1. Are procedures established to provide timely and accurate advice and assistance in the following areas:
 - a. JPAS training?
 - b. Work plan development?
 - c. Changes to work plans?
 - d. Rendering of appraisals?
 - e. Use of appraisal results?
 - f. Ensuring a clear linkage between work plans and organizational responsibilities?
2. Are JPAS program responsibilities clearly assigned?
3. Are procedures established to ensure that JPAS work plans are developed for each covered employee in a timely manner?
4. Are procedures established to alert supervisors of performance appraisal due dates?
5. Are procedures established to follow up on delinquent JPAS work plans?
6. Are completed performance appraisal forms reviewed to ensure they have been correctly filled out and signed.
7. Are ratings entered into the PDS-C accurately and in a timely manner?
8. Are "Superior" and "Excellent" ratings suspended for possible further award action?
9. Are procedures established to ensure supervisor completion of periodic performance reviews?
10. Are procedures established to ensure that work plans are transferred with employees to new assignments when appropriate?

ATTACHMENT 2. WORK PLAN EVALUATION CHECKLIST

<u>Items to be Checked</u>	<u>Response Format</u>
Employee Name	Yes/No
SSAN	Yes/No
Grade	Yes/No
Job Series	Yes/No
Position Title	Yes/No
Organization	Yes/No
Office Symbol	Yes/No
Reason for Appraisal	Yes/No
Period of Appraisal	Yes/No
Number Supervised (Blank)	Yes/No
Supervisor/Date	Yes/No
Supervisor/Name, Grade, Duty Title	Yes/No
Supervisor/Signature	Yes/No
Reviewing Official/Date	Yes/No
Reviewing Official/Name, Grade, Duty Title	Yes/No
Reviewing Official/Signature	Yes/No
Employee/Date, Signature	Yes/No
Weights Sum to 100	Yes/No
Critical Sum to at Least 51	Yes/No
All Elements Marked Critical or Noncritical	Yes/No
All Elements Assigned Weights	Yes/No
Elements and Standards Numbered Correctly	Yes/No
Functional/Sub-elements	Yes/No
Line Entry	Yes/No
Both Functional and Line Entries Used	Yes/No
Total Number JPEs Functional Category	Number
Total Number JPEs Line Entry	Number
Total Number JPEs Both	Number
At Least One Standard for Each JPE	Yes/No
Total Number of Standards	Number

ATTACHMENT 3. QUESTIONNAIRE FOR JPAS RATERS

This survey is part of a continuing study of the Air Force's performance appraisal system for civilians, the Job Performance Appraisal System (JPAS). Please answer every question as honestly as you can, as your responses will remain anonymous. Your participation will help increase the effectiveness of personnel management in the Air Force.

PART I. QUESTIONS 1 THROUGH 7 APPLY TO YOUR OVERALL PERCEPTIONS OF APPRAISAL SYSTEMS AND OF THE JPAS IN PARTICULAR.

1. How effective do you feel this performance appraisal system is in enabling a supervisor to evaluate objectively the performance of employees?
 - a. Very effective
 - b. Fairly effective
 - c. Effective
 - d. Relatively ineffective
 - e. Not effective at all
2. How much JPAS training have you received?
 - a. None
 - b. 1-2 hours
 - c. 3-4 hours
 - d. 5-8 hours
 - e. More than 8 hours
3. Do you consider your JPAS training adequate?
 - a. Yes
 - b. No
 - c. I didn't receive JPAS training
4. Do you view the JPAS as fair to employees covered by the system?
 - a. Yes
 - b. No
5. Do you think your subordinates view the JPAS as fair to employees covered by the system?
 - a. Yes
 - b. No
6. How effective do you feel the JPAS is in enabling you to evaluate your employees' job performance objectively?
 - a. Very effective
 - b. Fairly effective
 - c. Effective
 - d. Relatively ineffective
 - e. Not effective at all

7. In your opinion, how likely is it that your employees' performance will be recognized if they perform especially well?
- a. Unlikely
 - b. Somewhat likely
 - c. Very likely

PART II. QUESTIONS 8 THROUGH 15 APPLY TO DEVELOPMENT OF THE JPAS "WORK PLAN." THE JPAS WORK PLAN CONSISTS OF JOB PERFORMANCE ELEMENTS AND PERFORMANCE STANDARDS FOR YOUR JOB. YOU SHOULD HAVE BEEN GIVEN A COPY OF THIS WORK PLAN ON AN AF FORM 1281, Job Performance Appraisal.

8. Did you encourage the people you supervise to participate in the development of their own JPAS work plans?
- a. Yes
 - b. No
9. Did the people you supervise participate in the development of their JPAS work plans?
- a. Yes
 - b. No
 - c. Some did, but some did not
10. On the average, how much time did you spend per employee developing their JPAS work plans?
- a. 1-4 hours
 - b. 5-8 hours
 - c. 9-12 hours
 - d. 13-16 hours
 - e. More than 16 hours
11. Do you think you understand your employees' job requirements sufficiently to develop valid JPAS work plans?
- a. Yes
 - b. No
12. Did you give each person you supervise who is under the JPAS a copy of his or her JPAS work plan?
- a. Yes
 - b. No
13. Do you feel that each person's JPAS work plan describes the job well?
- a. Yes
 - b. No

14. Does each person's JPAS work plan identify those parts of the job which are critical?

- a. Yes
- b. No

15. Do you consider your employees' JPAS work plan performance standards realistic and obtainable?

- a. Yes
- b. No

PART III. QUESTIONS 16 AND 17 APPLY TO THE PERIODIC DISCUSSIONS THAT YOU ARE REQUIRED TO HAVE WITH YOUR EMPLOYEES CONCERNING THEIR JOB PERFORMANCE.

16. On the average, how many job performance discussions per employee have you had over the past year (work plan development should be considered such a discussion)?

- a. None
- b. One
- c. Two
- d. Three
- e. Four or more

17. Were your job performance discussions with your employees useful to you?

- a. Yes
- b. No

PART IV. QUESTIONS 18 THROUGH 24 APPLY TO THE JPAS RATING PROCESS AND USE OF JPAS APPRAISAL RESULTS.

18. Do you believe that you have an adequate way of documenting whether your employees met, did not meet, or exceeded their work plan performance standards?

- a. Yes
- b. No

19. On the average, how much time have you spent per employee rendering and justifying their JPAS ratings?

- a. 1-4 hours
- b. 5-8 hours
- c. 9-12 hours
- d. 13-16 hours
- e. More than 16 hours

20. Do you believe you understand your employees' job requirements sufficiently to render valid JPAS ratings?
- a. Yes
 - b. No
21. How effective do you feel the JPAS is in enabling you to assist your employees in improving their performance?
- a. Very effective
 - b. Fairly effective
 - c. Effective
 - d. Relatively ineffective
 - e. Not effective at all
22. How effective do you feel the JPAS is in enabling you to reassign, demote, or remove employees whose performance continues to be unacceptable?
- a. Very effective
 - b. Fairly effective
 - c. Effective
 - d. Relatively ineffective
 - e. Not effective at all
23. How effective do you feel the JPAS is in enabling you to substantiate recommendations for employee awards?
- a. Very effective
 - b. Fairly effective
 - c. Effective
 - d. Relatively ineffective
 - e. Not effective at all
24. How effective do you feel the JPAS is in identifying employees who should be promoted?
- a. Very effective
 - b. Fairly effective
 - c. Effective
 - d. Relatively ineffective
 - e. Not effective at all

YOU MAY USE THE SPACE BELOW TO WRITE IN ANY ADDITIONAL REMARKS ABOUT THE JPAS WHICH YOU FEEL MAY BE OF SOME BENEFIT TO THE STUDY. THANK YOU FOR YOUR PARTICIPATION IN THIS IMPORTANT PROGRAM EVALUATION.

ATTACHMENT 4. QUESTIONNAIRE FOR JPAS RATEES

This survey is part of a continuing study of the Air Force's performance appraisal system for civilians, the Job Performance Appraisal System (JPAS). Please answer every question as honestly as you can, as your responses will remain anonymous. Your participation will help increase the effectiveness of personnel management in the Air Force.

PART I. QUESTIONS 1 THROUGH 7 APPLY TO YOUR OVERALL PERCEPTIONS OF APPRAISAL SYSTEMS AND OF THE JPAS IN PARTICULAR.

1. How effective do you feel this performance appraisal system is in enabling a supervisor to evaluate objectively the performance of employees?
 - a. Very effective
 - b. Fairly effective
 - c. Effective
 - d. Relatively ineffective
 - e. Not effective at all
2. How much JPAS training have you received?
 - a. None
 - b. 1-2 hours
 - c. 3-4 hours
 - d. 5-8 hours
 - e. More than 8 hours
3. Do you consider your JPAS training adequate?
 - a. Yes
 - b. No
 - c. I didn't receive JPAS training
4. Do you view the JPAS as fair to employees covered by the system?
 - a. Yes
 - b. No
5. Do you think your supervisor views the JPAS as fair to employees covered by the system?
 - a. Yes
 - b. No
6. How effective do you feel the JPAS is in enabling your supervisor to evaluate your job performance objectively?
 - a. Very effective
 - b. Fairly effective
 - c. Effective
 - d. Relatively ineffective
 - e. Not effective at all

7. In your opinion, how likely is it that your performance will be rewarded if you perform especially well?
- Highly likely
 - Quite likely
 - Not likely

PART II. QUESTIONS 8 THROUGH 14 APPLY TO DEVELOPMENT OF THE JPAS "WORK PLAN." THE JPAS WORK PLAN CONSISTS OF JOB PERFORMANCE ELEMENTS AND PERFORMANCE STANDARDS FOR YOUR JOB. YOU SHOULD HAVE BEEN GIVEN A COPY OF THIS WORK PLAN ON AN AF FORM 1281, Job Performance Appraisal.

8. Were you encouraged to participate in the development of your own JPAS work plan?
- Yes
 - No
9. How much time did you spend in the development of your JPAS work plan?
- None
 - 1-2 hours
 - 3-4 hours
 - 5-12 hours
 - 13-16 hours
 - More than 16 hours
10. Do you believe your supervisor understood the requirements of your job sufficiently to develop a valid JPAS work plan?
- Yes
 - No
11. Did you receive a copy of your JPAS work plan?
- Yes
 - No
12. Do you feel that your JPAS work plan describes your job well?
- Yes
 - No
 - I don't know
13. Does your JPAS work plan identify those parts of your job which are critical?
- Yes
 - No
 - I don't know

14. Do you consider the performance standards in your JPAS work plan realistic and obtainable?

- a. Yes
- b. No
- c. I don't know

PART III. QUESTIONS 15 AND 16 APPLY TO THE PERIODIC DISCUSSIONS THAT YOUR SUPERVISOR IS REQUIRED TO HAVE WITH YOU CONCERNING YOUR JOB PERFORMANCE.

15. How many job performance discussions have you had with your supervisor over the past year (work plan development should be considered such a discussion)?

- a. None
- b. One
- c. Two
- d. Three
- e. Four or more

16. Were your job performance discussions with your supervisor useful to you?

- a. Yes
- b. No

PART IV. QUESTIONS 17 THROUGH 20 APPLY TO THE JPAS RATING PROCESS AND USE OF JPAS APPRAISAL RESULTS.

17. What was your last overall JPAS rating?

- a. Superior
- b. Excellent
- c. Fully Successful
- d. Minimally Acceptable
- e. Unacceptable
- f. I don't know
- g. I haven't received an overall JPAS rating

18. Do you believe your supervisor understands the requirements of your job sufficiently to render a valid JPAS rating?

- a. Yes
- b. No

19. How effective do you feel the JPAS is in enabling your supervisor to assist employees in improving their performance?

- a. Very effective
- b. Fairly effective
- c. Effective
- d. Relatively ineffective
- e. Not effective at all

20. How effective do you feel the JPAS is in enabling your supervisor to reassign, demote, or remove employees whose performance continues to be unacceptable?

- a. Very effective
- b. Fairly effective
- c. Effective
- d. Relatively ineffective
- e. Not effective at all

YOU MAY USE THE SPACE BELOW TO WRITE IN ANY ADDITIONAL REMARKS ABOUT THE JPAS WHICH YOU FEEL MAY BE OF SOME BENEFIT TO THE STUDY. THANK YOU FOR YOUR PARTICIPATION IN THIS IMPORTANT PROGRAM EVALUATION.

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